DOCUMENT RESUME

ED 310 227 AA 001 193

Resources in Education (RIE). Volume 25, Number 2.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 310 241 CE 053 040

Profile of a Quality Centre.
Montreal Catholic School Commission, (Quebec).
PUB DATE- May 89
NOTE- 65p.; Translated by O. White.
AVAILABLE FROM- Commission des Ecoles Catholiques de Montreal, Service de l'Education des Adultes, 3737 Sherbrooke East, Montreal H1Y 3B3, Quebec, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Adult Education; *Adult Programs; Educational Facilities; *Educational Improvement; *Educational Quality; *Excellence in Education; Foreign Countries; *Program Development
IDENTIFIERS- *Canada; Organizational Culture

Directed to Canadian directors of centers for adult education, this document describes what constitutes quality in a center for adult education and tells how to develop a high quality center. The document consists of three chapters and two appendices. Chapter 1 explains the five dimensions that determine the quality of a center and the 5 factors that influence the dimensions. The dimensions are: the concept of the center; guidance counseling; pedagogical practices; social influences in the center; and the administrative leadership. Chapter 2 explains the indicators of quality with which a center can measure the effectiveness of its operation. The indicators are educational achievement, dropout rate or attendance rate, social behavior, and readiness for the job market. Chapter 3 offers a general framework for a three-step implementation of strategies to be identified by individual centers in order to improve. The steps are to evaluate the active presence of the different factors that influence the cultural quality of the center; draw up a plan to activate or maintain the different factors that influence the cultural quality; and evaluate the influence of the actions taken. The first appendix contains a tabular arrangement of the dimensions, factors, and indicators explained in the document. The second appendix contains tables that centers can use to collect data. (CML)

DOCUMENT RESUME

ED 310 255 CE 053 062

Gainer, William J.
Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-89-32
PUB DATE- 29 Jun 89
NOTE- 19p.; For a related document, see CE 053 061.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Compliance (Legal); *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; *Job Training; Policy Formation; Postsecondary Education; Program Costs; Program Effectiveness; *Program Improvement; Public Policy
IDENTIFIERS- *Job Training Partnership Act 1982

The General Accounting Office (GAO) commented on H.R. 2039, which would amend both the adult and youth titles of the Job Training Partnership Act (JTPA). GAO's analysis suggested the following: (1) although H.R. 2039 proposes to target greater resources to those who are hard to serve by requiring that 50 percent of adult JTPA participants have one of several employment barriers, it may not change things because 71 percent of adults served already fit that category--more effective would be to require multiple barriers; (2) the bill's proposal that participants' needs be assessed upon entry to the program has merit and would eliminate the practice of providing only job search assistance unless the assessment indicates that was all that was needed; (3) the bill would require placement in jobs with career potential--an improvement would be to measure the extent to which participants are provided higher and moderate skill training, since participants who are trained in those skills get better jobs; (4) some changes need to be made to the proposed definitions and reporting requirements; and (5) Congress should be cautious in increasing the limits on administrative and support service costs because JTPA's current successful emphasis on training could be altered. (KC)

DOCUMENT RESUME

ED 310 269 CE 053 086

Gachuhi, D., Ed.; Matiru, B., Ed.
Handbook for Designing and Writing Distance Education Materials.
Nairobi Univ. (Kenya).
SPONS. AGENCY- German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div.
REPORT NO.- DOK-1541-C/a
PUB DATE- 89
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Distance Education; Editing; *Instructional Materials; Layout (Publications); *Material Development; Printing; *Writing Processes
IDENTIFIERS- *Africa

Developed from a series of workshops in Kenya, this handbook offers practical guidance for those creating printed distance education materials for African students. The introduction describes the workshops and a short section explains how to use the handbook. Twelve units appear on the following topics: (1) overview of distance education; (2) distance education systems and subsystems; (3) learner characteristics; (4) writing objectives; (5) writing to be read and understood; (6) active learning; (7) developing a format for writing; (8) the role of visualization in distance education materials; (9) the editorial process; (10) practical aspects of pretesting distance education materials; (11) the printing process; and (12) a summary of course development from planning to printing. Units start with advance organizers for the unit and typically include in-text questions to think about, self-tests (answers appear at the back of the document), checklists, and writing assignments. Important points are marked for the reader. The document includes an 18-item bibliography. (CML)

DOCUMENT RESUME

ED 310 284 CE 053 105

Report of the Literacy 2000 Task Force.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- Sep 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Agency Cooperation; Basic Skills; *Functional Literacy; *Literacy Education; Statewide Planning
IDENTIFIERS- *Wisconsin; *Workplace Literacy

This document from the task force charged with assessing Wisconsin's adult illiteracy problem and recommending what to do about it reports that the state has 492,720 residents who are at or below the level of functional illiteracy and another 412,720 considered to be "at-risk" due to the increased demand for higher-level basic skills in an Information Age society. (Adult literacy is defined as the poseession of such skills as reading, writing, speaking, and computing necessary to function as individuals, family and community members, citizens, and consumers and workers in society.) The following forces are blamed for the increasing problem of illiteracy: (1) the public school dropout rate; (2) the continuing immigration of persons at the functionally illiterate level; (3) the gradual erosion of basic skills levels through lack of application; and (4) the increasing demand for higher-level basic skills. In 1987, the four principal providers of adult literacy education in Wisconsin served about 5 percent of the illiterate population. The task force recommends formation of a Wisconsin Literacy Council and a statewide network of local literacy councils. These councils should strive for universal adult literacy in the state by the year 2000. Their objectives should be to expand the level of service; improve the effectiveness and efficiency of service; develop improved linkages between providers and related groups; instill positive attitudes; and ensure the availability of adequate support services for participants. (CML)

DOCUMENT RESUME

ED 310 298 CG 021 874

Giordano, Leigh; And Others
How and Why To Place A Computer in Your Nursing Home.
Community of Lifecare Centers, Springfield, IL.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 87
NOTE- 22p.; Blue print in the original may not film well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Case Records; *Computers; *Data Collection; *Information Systems; Long Term Care; *Nursing Homes; *On the Job Training; Quality of Life; Recordkeeping

This booklet describes the lessons learned in introducing a computer system in a nursing home. It is suggested that a computer system can open up channels of communication, increase accountability, reduce time spent on paperwork, satisfy the information needs of regulators, and improve resident care planning. Criteria for selecting a computer system are discussed, focusing on the three major tasks of software selection, hardware selection, and software modification. Criteria used to evaluate vendors are listed: specific features provided; equipment used; cost of system; sample reports generated by the system; and training provided with system. The training and orientation of employees in the proper use of the program is claimed to be the most important step of implementing a computer program. It is recommended that the orientation program discuss misconceptions about computers; the purpose of implementing the computer program; procedures on the use of the system; and how the program will change job tasks and specific tasks in which the computer will assist staff. The report concludes that the computer can result in improved use of staff time; decreased cost of reports and information; an increase in usefulness of information, and motivation and morale of staff; improved communication and integration of staff and management; and increased resident satisfaction and improved resident care planning. (ABL)

DOCUMENT RESUME

ED 310 313 CG 021 889

Gregory-Bills, Therese; Vincent, Ken
Psychopathology and Incest: A DIPS Code Type Assessment.
PUB DATE- Apr 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Depression (Psychology); *Emotional Disturbances; Emotional Problems; *Incest; Mental Disorders; Neurosis; Personality Assessment; Personality Measures; *Psychopathology; *Sexual Abuse
IDENTIFIERS- Beck Depression Inventory; Diagnostic Inventory of Personality and Symptoms

The Diagnostic Inventory of Personality and Symptoms (DIPS) was used to examine psychopathology in 30 therapy outpatients with histories of incest. Subjects also responded to the Beck Depression Inventory (BDI). Correlations were used to examine characteristics of the sample and to identify circumstances of their experiences of incest which significantly related to psychological adjustment. More severe psychopathology was found with brother perpetrators (who also used more force and violence) than with father perpetrators. Eating disorders were significantly more common in incest victims who had maintained secrecy about the incest, while disclosure significantly related to the absence of an eating disorder. The sample produced a mean Affective Depressed (AD)-Dissociative Disorder (DD) code type and a mean Neurotic Personality Disorder Cluster Diagnosis. The AD-DD code type was also the actual code type seen in 13 cases. This subsample experienced significantly more severe sexual violation than the remainder of the sample. As the experience of the most severe sexual acts also related to increasing symptoms related to the dissociative disorder, researchers inferred that more severe sexual violation is implicated in the use of dissociative coping strategies. (Author/TE)

DOCUMENT RESUME

ED 310 328 CG 021 904

Sullivan, Linda A.
Sex, Empathy, and Social Skills as Predictors of Social Support.
PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, Louisiana, August 12-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Empathy; Higher Education; *Interpersonal Competence; *Personality Traits; Predictor Variables; Psychological Patterns; Regression (Statistics); *Sex Differences; *Social Support Groups

This study examined whether sex, empathy, or social skill is the better predictor of self-reported support behavior and perceptions. Research has shown that certain personality traits have a differential effect on the amount of support a person receives. Previous research has also show that females report receiving more support and needing more support than do males. Female (N=71) and male (N=54) college freshmen maintained the Rochester Interaction Record for 2 weeks, recording various types of support they received during their interactions. They then completed the Social Skills Inventory and the Empathy Scale. Results confirmed the findings of previous research for sex differences on the personality and support measures. Regression analyses showed that overall, sex was a better predictor of support than personality traits. Interestingly, the regressions also showed that emotional sensitivity was positively related to all the support indices for males, while personality was a poor predictor for female support indices. References are included. (Author/TE)

DOCUMENT RESUME

ED 310 343 CG 021 919

Beehr, Terry A.; And Others
Satisfaction with Subordinates in the Workplace.
PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Banking; *Employees; *Employer Employee Relationship; Interpersonal Relationship; *Job Satisfaction; *Supervisors

In research on job satisfaction and on supervisor/subordinate relationships, there has been a focus on subordinates' satisfaction with their supervisors. In contrast, this study examined supervisor satisfaction with subordinates. Subjects (N=58) were bank supervisors attending a training program. Supervisors completed questionnaires on themselves and on their subordinates. The subordinates' questionnaires measured the functional relationship and included subscales on loyalty, cooperation, conscientiousness, willingness to work hard, follow-through, ability to think for oneself, taking and giving suggestions, honesty, and interest in the work. Entity relationships measured included biological, background, and value differences. Satisfaction with employees was measured using five questions worded positively or negatively. The results indicated that if subordinates did things in such a way as to help the supervisor reach his goals (high on functional relationship), the supervisor's satisfaction with subordinates appeared to be enhanced. The effects of entity relationship differences were not based solely on biological or other background differences, but the perceived value differences had an important effect on reported satisfaction with subordinates. Functional relationships were important in the development of supervisors' satisfaction with their subordinates even after the effects of entity relationships were taken into consideration. (ABL)

DOCUMENT RESUME

ED 310 357 CS 009 761

Durkin, Dolores
New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 30p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Beginning Reading; *Kindergarten; Primary Education; Reading Instruction; *Reading Material Selection; *Reading Teachers; *Teaching Guides; Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- State Level Textbook Adoption

A study examined 1989 kindergarten (K) manuals of basal reading materials. The question of central concern was whether and how the manuals facilitate a teacher's efforts to match instruction with children's ability. A closely related concern was whether and how the manuals describe ways to keep some children occupied with useful activities so as to free a teacher to give time to others. Six examiners studied K manuals from six 1989 basal series and all met to discuss initial and overall impressions. To examine the nature of the lessons, 18 lessons were analyzed for the purpose of learning to what extent they were teacher-dependent. The numbers indicated that 83.7% of the activities classified were teacher-dependent. In addition, a large portion of the written exercises shown in the K manuals--72% to 100%--require an adult's attention. The third question dealt with objectives given; results indicated that none of the six manuals ever encouraged the teachers to consider the appropriateness of an objective for a particular student. The manuals were also examined to learn about the phonics instruction they provided. The overall conclusion was that those who planned the K manuals did not keep in mind two facts about kindergarten: (1) members of the class need many different kinds of instruction; and (2) teachers need suggestions for activities that 5-year-olds are capable of doing without help. (Three tables of data and four figures are included.) (MG)

DOCUMENT RESUME

ED 310 388 CS 211 990

Reaves, Shiela
Photography, Pixels and New Technology: Is There a "Paradigm Shift?"
PUB DATE- Jul 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Ethics; Mass Media Effects; *Photography; *Photojournalism; Technological Advancement
IDENTIFIERS- *Digital Retouching (Photography); Paradigm Shifts

The computer age is redefining photography, and yet notions of photography can still be colored by the 19th-century view that photography is a slice of time and hence, of reality. One inventor of photography called it "nature's pencil," and courts have seemed to agree by traditionally allowing photography as evidence in trials. The core of the news photographer's paradigm is that photography has a moral authority that eludes words. But the pixel (computer data transformations of a photograph) is replacing film with silicon chips, and darkrooms with computers. New technology will test the notions of photography as a slice of reality, a legal document, and as traditional photojournalism. There is a larger societal impact of this new technology, and the traditional ethical discussions regarding words and reporting do not fully encompass digitized computer photographs. Photojournalists, and perhaps society, are facing a "paradigm shift." (Thirty-eight notes are attached.) (RS)

DOCUMENT RESUME

ED 310 402   CS 212 048

Penrose, Ann M.
Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Higher Education; Protocol Analysis; Reading Processes; Regression (Statistics); Study Skills; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Writing Models; *Writing Strategies; *Writing to Learn

A study examined the assumption that writing is a way to learn by examining the relative effects of writing and studying as learning aids. The study also explored the role of individual differences in an effort to identify features of the writing process that may influence what students learn through writing. The experiment used think-aloud protocols and comprehension testing in a mixed experimental design. Forty college freshmen each performed a writing task and a study task, in each case working with a 1,200-word reading passage which served as the to-be-learned material. The writing task led to lower scores than the study task on two of four comprehension measures. Writing and studying processes were analyzed along seven dimensions via the protocol transcripts. Stepwise regression analyses revealed several significant relationships between process features and comprehension. Results suggest that process features such as planning and audience awareness are important variables in the relationship between writing and learning. (Two figures and two tables of data are included.) (Author/KEH)

DOCUMENT RESUME

ED 310 417 CS 212 070

Moxley, Joseph M., Ed.
Creative Writing in America: Theory and Pedagogy.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0926-8
PUB DATE- 89
NOTE- 275p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09628-0015; $12.50 member, $15.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Higher Education; High Schools; Poetry; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- Writing Assignments; *Writing Strategies; Writing Workshops

Intended for high school and college teachers who are interested in how creative writing can be taught effectively, this book features the ideas of poets, novelists, editors, and playwrights on the fundamental aspects of their craft. The book contains the following chapters: (1) "Notes from a Cell: Creative Writing Programs in Isolation" (Eve Shelnutt); (2) "Tearing Down the Walls: Engaging the Imagination" (Joseph M. Moxley); (3) "The Future of Creative Writing Programs" (George Garrett); (4) "Articles of Faith" (David Jauss); (5) "Assignment" (Ron Carlson); (6) "Guidelines and Exercises for Teaching Creative Writing" (John D. MacDonald); (7) "How a Writer Reads" (Stephen Minot); (8) "Writing for All Ages" (Elizabeth Winthrop); (9) "Unlearning to Write" (Donald M. Murray); (10) "Getting Started: Planning and Plotting the Novel" (Marion Zimmer Bradley); (11) "The Dynamics of Character" (Sheila Schwartz); (12) "Teaching Point of View" (Wayne Ude); (13) "Transforming Experience into Fiction: An Alternative to the Workshop" (Eve Shelnutt); (14) "One Writer's Apprenticeship" (Robert H. Abel); (15) "Teaching Dialogue" (William Holinger); (16) "Playing within Plays" (David Kranes); (17) "Teaching Poetry Writing Workshops for Undergraduates" (David St. John); (18) "Wearing the Shoe on the Other Foot" (Mimi Schwartz); (19) "'Midwifing the Craft'--Teaching Revision and Editing" (Alan Ziegler); (20) "The Book in the World" (Valerie Miner); (21) "Literary Magazines and the Writing Workshop" (DeWitt Henry); (22) "Creative Writers' Report: Mastering the Craft" (Ib J. Melchior and others); and (23) "A Writing Program Certain to Succeed" (Joseph M. Moxley). An appendix surveys Master of Fine Arts programs in American universities. (MS)

DOCUMENT RESUME

ED 310 433 CS 506 700

Puckett, Thomas F.
Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Discourse Analysis; *Females; *Feminism; *Language Role; Models; *Sex Bias; Social Environment
IDENTIFIERS- *Feminist Criticism; Feminist Scholarship

This essay argues for a theory that accounts for the nature and function of women's discourse through combining structure and subject. It maintains that whenever women are theorized about by scholars, those scholars are co-contributors in constituting ontologies for women's existence, and that it is therefore necessary to constitute perspectives that see women as speaking subjects in a heterogeneous process, for certain contemporary feminist theories and models that describe and explain women's discourse have failed to account for women as speaking subjects. Part one of the essay summarizes and critiques the muted group model (women seen as victims); part two summarizes and critiques the work of Jacques Lacan. Part three attempts to piece together the work of Luce Irigaray. The essay argues that although these three frameworks have been insightful, they distort, disavow, and deny women's communication. In a final section, the essay utilizes the works of Julia Kristeva, detailing a cogent discovery of women as speaking subjects in the semiotic process. Twenty-seven references are attached. (Author/SR)

DOCUMENT RESUME

ED 310 449 CS 506 764

Surlin, Stuart H.; Berlin, Barry

Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination?

PUB DATE- Aug 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Response; Comparative Analysis; Cross Cultural Studies; *Cultural Context; Foreign Countries; Higher Education; *Mass Media Effects; *Mass Media Role; Mass Media Use; Public Opinion; Social Attitudes; Social Values; *Television; Television Research; Television Viewing
IDENTIFIERS- Canisius College NY; Cultural Hegemony; University of Windsor (Canada)

A study was conducted to determine whether there was a significant difference in perceptions and values between Canadian and American television audiences. Respondents were first and second year college university students at the University of Windsor, Ontario, and Canisius College, Buffalo. Two types of personal values were looked at: general conceptions of good and desirable goals (terminal) and standards by which actions should be evaluated (instrumental). Respondents were asked to arrange 18 terminal values and 18 instrumental values in order of importance to themselves and then view both a 5-minute scene extracted from a Cosby Show and a 30-second Oldsmobile commercial. After viewing the audiovisual stimulus, respondents were then asked to mark whether they saw specific terminal and instrumental values supported by the content. Students were asked questions about media behavior, cultural identity, and perception of TV's impact on culture. Results indicated self-rated personal values of Canadian and American college students were strikingly similar. These similar personal values lead to similar media behavior, perceptions of values in TV entertainment programming and advertising, and ways of rationalizing TV's negative impact on culture and personal relations. Results suggest that U.S. media domination can not be rejected as an agent playing a role in Canadian acculturation. (Fourteen tables of data are included and 19 references are attached.) (MG)

DOCUMENT RESUME

ED 310 464 CS 506 799

McGregor, Michael A.

In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.

PUB DATE- Aug 89

NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Policy; Broadcast Industry; Federal Regulation; Media Research; Policy Formation; *Qualifications

IDENTIFIERS- *Broadcast Licensing; Deregulation; *Federal Communications Commission; Policy Research

A study examined the extent to which the violation of any one of more than 20 deleted Federal Communications Commission "underbrush" rules or policies (minor rules and policy statements) might result in a threat to the violator's broadcast license. All of the deleted policies and regulations, the criminal codes of California, Florida, New York, Texas, and Indiana, and the FCC's current character standards were examined. Results indicated that only six of the more than 20 deleted rules or policies treat activities which might lead to the types of criminal convictions now considered probative of licensee character. Results also indicated that the activities described in the other deleted policies, though possibly illegal, unethical, or poor business practice, do not rise to the level of severity that the current Commission considers relevant in judging the character qualifications of public trustees. Findings suggest that only when the Commission begins its implementation of the new character standards will a clearer picture emerge of whether anything remains of the public's interest in being served by honest and principled broadcasters. (One hundred forty-two notes are included.) (RS)

DOCUMENT RESUME

ED 310 479 CS 506 830

Hayes, Dona; Mitchell, John D.

Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.

PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Evaluation Criteria; *News Media; *News Reporting; Surveys; *Television
IDENTIFIERS- Journalism Educators; Local Media; *Media Coverage; News Directors; *Television News

A study surveyed local news directors and journalism educators to determine their criteria of quality in local television newscasts. Respondents to the survey conducted in 1982 (192 out of 635 local news directors and 46 out of 167 journalism educators) and to a later survey conducted in 1988 (85 out of 551 news directors and 70 out of 265 journalism educators) answered one open-ended question--what did respondents consider criteria for quality in television newscasts. Responses were quantified using a coding scheme involving 19 variables. Results indicated that both groups seemed to be calling for ethical journalists who can write well while providing in-depth coverage. Results also indicated that both groups in 1988 cared more about news anchors being journalists than about anchors' persona/performance skills. (Eighty-nine notes are included and one table of data is attached.) (RS)

DOCUMENT RESUME

ED 310 494 EA 021 129

Lindle, Jane Clark; And Others

Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.

PUB DATE- May 89
NOTE- 57p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Philadelphia, PA, May 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Education; *Boards of Education; *Conflict; *Coping; *Educational Policy; Elementary Secondary Education; Instructional Leadership; Management Development; Occupational Information; Politics of Education; *Public Schools; *Superintendents
IDENTIFIERS- *Pennsylvania

This paper reports on a study designed to investigate the perceptions of conflict and coping by superintendents in Western Pennsylvania. Twenty-eight superintendents (13 former superintendents and 15 currently active superintendents) were interviewed. Triangulation was utilized to determine the credibility of the interview data. Common themes of coping and conflict were found in the references of superintendents to their personal characteristics, ethics, and needs, as well as to their career plans. The superintendents confirmed the variables of the existent political frameworks as compelling conflictors. Political frameworks posed four community types, four related board types, and four role types. Superintendents' comments indicated strong relationships between personal qualities and career plans on most of the conflict and coping dimensions. Appended is an interview protocol guide. (46 references) (SI)

DOCUMENT RESUME

ED 310 509 EA 021 229

Brynildson, Gerald
Development and Implementation of a Collective Gaining Model in Teacher Negotiations.
PUB DATE- Feb 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Collective Bargaining; *Conflict Resolution; Elementary Secondary Education; *Employer Employee Relationship; Employment Problems; *Labor Demands; *Labor Relations; Scope of Bargaining; Unions

The traditional approach to collective bargaining as a win/loss situation in the educational field adversely affects staff members' confidence, security, and morale. Typically, those involved in this form of negotiation see only two ways to negotiate: soft and hard. Neither approach proves satisfactory because the soft negotiator often ends up feeling exploited and bitter, while the hard liner, whose goal is total victory over fellow participants, can irreparably harm his or her relationship with the other side. Outlined in this document is a collective gaining model of negotiation, that does not eliminate bargaining conflict but rather makes the conflict more productive. Collective gaining is based on the assumptions that (1) a rational, open discussion using reasonable persuasion is the prefered means of managing conflict; (2) all involved share the common interest of improving education; (3) each member has a valuable contribution to make; (4) cooperation raises morale and productivity; (5) the chief weapons are truth, wisdom, and understanding; and (6) a creative solution will not compromise either side's principles. Collective gaining is a more difficult and intellectually demanding process than traditional bargaining, but it fosters fair participation and allows protection of negotiators from exploitation. The bulk of the document consists of illustrations which highlight many facets of the collective gaining model. A part of the FLEA negotiations council survey conducted in 1983-85, and general guidelines for negotiations developed by the Independent School District, Number 831, in Minnesota are attached. (KM)

DOCUMENT RESUME

ED 310 524 EA 021 245

Gordon, Constance H.
Rolling Terrace: An Effective School under Adverse Conditions.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Qualifications; Educational Quality; Elementary Education; *Leadership Qualities; *School Effectiveness; Student Development; *Teacher Administrator Relationship

Rolling Terrace is a low-income, high-minority primary education school (grades headstart through 4) with higher than average test scores, a good atmosphere, and high teacher enthusiasm and dedication. Open-ended questions, observations, and a survey were used to gather information from all but 4 of the 51 faculty and staff members to determine the factors responsible for the school's success. Results identified the principal's high expectations for staff and students, excellent human relations skills, and energetic approach to work, combined with a long tenure and an ability to handpick appropriate staff members, as the explanation of the school's effectiveness. (5 references) (KM)

DOCUMENT RESUME

ED 310 539 EA 021 266

Private Schools of the United States, Volumes 1 and 2. 1988 Edition.
Market Data Retrieval, Inc., Shelton, CT.
REPORT NO.- ISBN-0-89770-502-5
PUB DATE- 88
NOTE- 1,298p.
AVAILABLE FROM- Publications, Market Data Retrieval, Inc., 16 Progress Drive, Shelton, CT 06484 ($44.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Parochial Schools; *Private Education; *Private Schools
IDENTIFIERS- *Council for American Private Education Schools

Private schools have been a part of America's educational system since the colonial days; today private schools account for over 20 percent of all elementary and secondary schools and 12 percent of the student population. Despite the major role private schools play in educating America's children, information on these institutions has been hard to find. To fill this significant gap in knowledge, this two-volume directory, consisting of 15,000 elementary and secondary schools that represent a wide variety of denominational, philosophical, and educational priorities, was developed. Entries in the first volume are arranged alphabetically in state order with statistical tables that summarize statewide and nationwide data. In the second volume, the schools are indexed in three ways to facilitate easy identification and summarization of data. First, schools are indexed within each member association in alphabetical order. Second, schools are arranged in a listing by elementary and secondary grade level. And third, all schools are alphabetically cross-referenced. Each school included in this directory belongs to 1 of 13 private school organizations under the Council for American Private Education's auspices. Member organizations are nonprofit, subscribe to a policy of nondiscrimination in admissions, and adhere to the principle that member schools must meet high standards of excellence in academic and character development. A listing of the 13 member organizations, complete with individual accrediting and evaluation practices, is included in this directory. (KM)

DOCUMENT RESUME

ED 310 554 EA 021 294

Smith, James M.
Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18. 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Higher Education; *Principals; *Professional Development; *Supervisory Training
IDENTIFIERS- *Butler University IN

State-controlled, university-based, licensure-driven programs in the field of educational administration focus both behaviorally and technically on successfully amassing sufficient credits for certification, while little attention is given to the intermeshing of theory with practice in an attempt to provide a holistic view of leadership in the educational arena. To transcend the traditional methods of individual graduate course selection, the Experiential Program for Preparing School Principals (EPPSP) was founded in 1982 at Butler University, Indianapolis, Indiana. The 2-year programs provides 25 successful applicants with semiweekly seminars and outstanding principals or educational field leaders as exemplars. Fifty-two proficiencies for administrative excellence have also been developed to provide ongoing opportunities for the meaningful unification of theory and practice. The proficiencies include: (1) designing and implementing a staff development program; (2) submitting an article for publication in a professional journal; and (3) participating in the resolution of a volatile social issue involving home, community, and school. At each semester's conclusion, the students and faculty meet individually to discuss accomplishments and analyze failures. Although these strategies are not all-encompassing, they were designed with the specific intent of providing the aspiring principal with integrated training that illuminates the multiplicity of factors that impinge upon the daily practice of school administration in modern American society. (13 references) (KM)

DOCUMENT RESUME

ED 310 568 EC 220 772

Uditsky, Bruce; And Others
On Campus: Integrating the University Environment.
PUB DATE- 88
NOTE- 9p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Foreign Countries; Higher Education; Life Style; Normalization (Handicapped); Program Development; Self Esteem; *Severe Disabilities; *Social Integration; *Student Educational Objectives; Young Adults
IDENTIFIERS- University of Alberta (Canada)

The paper describes the On Campus Program at the University of Alberta, which serves 11 students with moderate to severe handicaps in a university setting. Students have Individual Integration Plans, which identify and organize a set of university-based activities appropriate to the needs, interests, and strengths of each student. Activities include classes, recreational activities, and social interactions. The program was developed based on 14 positive assumptions, including: generic setting, integrated activities, philosophy of life-long learning, enhanced self-esteem, wide variety of life-enriching experiences, improved employment possibilities, normative and challenging expectations, and opportunities for numerous associations and connections. (Author/DB)

DOCUMENT RESUME

ED 310 583 EC 220 787

Pedrini, D. T.; Pedrini, B. C.
Social Change and Special Education.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Mental Retardation; Program Evaluation; *Social Change; *Special Education; *Theory Practice Relationship

Special education classes for significantly subaverage students, sometimes called the "handicapped," have proved, through scientific inquiry, to be no more successful and much more costly than regular classes. This has resulted in the de-emphasis of some unsuccessful programs, such as institutionalization and self-contained segregated classrooms. Social change in the development of alternate approaches to education of the handicapped ought to be the result of scientific inquiry. All advocated changes ought to be subjected to ongoing research. Especially helpful in evaluating educational/vocational progress are task-referenced, criterion-referenced tests which refer to specific materials for offsetting assayed weaknesses. Behavior evaluation should be included and should be followed up with behavior modification. Pre-service and in-service teacher education have great potential in the development, maintenance, and enhancement of good programs. Rigorous models, rigorous applications, and rigorous evaluations are needed. Through continuing experimental attitudes and efforts, better models will become available. (JDD)

DOCUMENT RESUME

ED 310 597 EC 221 002

Borden, P. A.; And Others
Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 14p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For papers from the 10th annual conference, see ED 297 503.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.80).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Computer Software; Databases; *Disabilities; *Educational Technology; *Input Output Devices; Microcomputers; *Physical Disabilities; Rehabilitation; *Visual Impairments

Summaries are presented of five conference papers on communication, control, and computer access for handicapped individuals. Papers have the following titles and authors: "Accessibility of Graphically Based User Interface Computer Systems for Individuals with Visual Impairments" (Charles Lee and Gregg Vanderheiden); "Data Base vs. Information Base: Preliminary Analysis of a Computerized Information Base in Rehabilitation Technology" (Roger Smith et al.); "Multi-Access Rehabilitation Technology Information Network: MARTIN" (Gregg Vanderheiden); "One Screen Multiplexed Keyboard for Transparent Access to Standard IBM PC Software: (Jon Gunderson and Gregg Vanderheiden); "Accessibility of OS/2 for Individuals with Movement Impairments: Strategies for the Implementation of 1-Finger, Mousekeys, and Software Keyboard Emulating Interfaces Using Device Drivers and Monitors" (Charles Lee and Gregg Vanderheiden). (DB)

DOCUMENT RESUME

ED 310 611 EC 221 021

Sandhu, Jim Singh; Richardson, Steve

Concerned Technology 1989: Electronic Aids for People with Special Needs.

Newcastle upon Tyne Polytechnic (England).
REPORT NO.- ISBN-0-906721-41-5
PUB DATE- Oct 88
NOTE- 443p.; Prepared by the Handicapped Persons Research Unit. Additional funding was provided from The Grand Metropolitan Trust, Imperial Chemical Industries, Deron, and Toys for the Handicapped.
AVAILABLE FROM- Handicapped Persons Research Unit, Newcastle Polytechnic, Newcastle upon Tyne, NE7 7TW England (15 pounds plus 7 pounds postage and handling outside the United Kingdom).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Artificial Intelligence; *Assistive Devices (for Disabled); Communication Aids (for Disabled); Compliance (Legal); Computer Software; *Disabilities; *Electronic Equipment; Federal Legislation; Input Output Devices; Mobility Aids; *Rehabilitation; Resources; Trend Analysis; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act Amendments 1986 (Section 508)

In light of the implementation of Section 508 of the Rehabilitation Amendments Act of 1986 requiring that all electronic equipment purchased by the U.S. Government be accesible to the handicapped. this directory lists several hundred electronic aids for the disabled. The introduction humorously reviews the state of the art in software, artificial intelligence, speech recognition, scanners, robotics, and screens, as related to public policy. In the directory section, many of the devices are pictured. Entries usually include the name, a description, price (in British pounds or U.S. dollars) options, and the supplier. Devices are listed under the following categories: alternative input and general systems, communication aids, multi-purpose speech synthesizers, visual impairment, hearing impairment, speech impairment, health and therapy, mobility, telephone equipment, environmental control, alarm systems, switches, and miscellaneous. Also provided are a bibliography on education, training, and employment; an index of equipment; an index of switches; and a directory of suppliers. An appendix lists databases and publications of the Handicapped Persons Research Unit. (DB)

DOCUMENT RESUME

ED 310 625 FL 018 129

Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

PUB DATE- 89
NOTE- 61p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.50, plus tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; American Sign Language; Classical Languages; Classroom Techniques; Communicative Competence (Languages); Educational Benefits; Educational Objectives; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; *Instructional Materials; Media Selection; Native Language Instruction; *Program Design; Program Effectiveness; *Public Schools; School Role; *Second Language Programs; *State Standards; Statewide Planning; Teacher Role; Uncommonly Taught Languages
IDENTIFIERS- *California

California's framework for second language education describes the state's requirements for development of effective foreign language instruction in the public schools. Chapters address these topics: (1) the economic, civic, and cultural benefits of a foreign language program; (2) characteristics of an effective program, including communication-based instruction and language in its cultural context; (3) languages to be included in an effective program, including European langauges, languages of the Pacific Rim countries, English as a Second Language, classical languages, native languages (for native speakers), and American Sign Language; (4) characteristics of a well-planned program, outlining a three-phase curriculum planning process, classroom instructional approaches, and learning outside the classroom; (5) the role of the school in policy formation, instructional resources, and support services; (6) instruction in English as a Second Language, addressing such issues as program needs, goals, and structure, the nature of the instruction, and the roles of teachers, administrators, governing boards, and local communities; and (7) criteria for evaluating a variety of instructional materials. Appended materials include a comparison of features of effective and less effective language programs, a comparison of features of communication-based and manipulation activities; and characteristics of five language competency levels in six skill areas (listening, reading, conversation, writing, culture, and content and vocabulary). (MSE)

DOCUMENT RESUME

ED 310 372 CS 009 779

Sandel, Lenore

Teaching with Biography.

PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Biographies; Childrens Literature; Elementary Secondary Education; Language Arts; Reading Instruction; *Reading Materials; *Reading Material Selection; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Learning across the Curriculum

This teaching guide offers 13 suggestions for why biographies have such widespread use across curriculum areas. The guide then lists biographies in the areas of social studies, science, guidance programs, physical education, and the arts. The guide discusses the use of biography in developing reading, study, research, listening, speaking, writing, and art skills. Sixty-two references are attached. (MS)

ED 310 228 CE 052 846

Jackson, Jan, Ed.
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
Association for Continuing Higher Education.
PUB DATE- 88
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *Continuing Education; Correctional Education; *Economic Development; Faculty Development; *Females; Futures (of Society); *Governance; Higher Education; Information Technology; *Marketing; Multicultural Education; Nontraditional Students; *Outcomes of Education; Sex Fairness; Teacher Persistence; Teacher Recruitment

These proceedings contain addresses and summaries of presentations made in concurrent sessions at the annual meeting. The addresses are: Association for Continuing Higher Education (ACHE)--Then and Now: What Our Past Has To Tell Us about Our Future" (Nelcamp and others); "A Conversation with Alex Haley" (Haley); "Luncheon Address of President-Elect" (Mills); "A Challenge for the 90's: Increased Educational Opportunities for Adults" (Mattfeld); and "Future Directions for Adult Continuing Education" (Knox). The concurrent sessions are: "The Past Persistent: Profiles of Nontraditional Women Students, 1900-1940" (Geyer); "From State to College to Classroom: A Multimedia Approach to Gender Equity and Multicultural Awareness" (Dumais); "A Developing Market for Continuing Education: The Reserve and On-Base Military Education" (Watt, Kelly); "Assessing the Impact of Adult Continuing Education on Economic Development" (Moore); "On the Edge: Should Continuing Education Remain Marginal?" (Marksbury, Foster); "The Conference Planner as Entrepreneur: Programming for Success" (Harris, Vonler); "Addressing the Career Change Needs of Adult Students" (Rowe and others); "Recruiting and Retaining...Faculty" (Huebner); "How to Exchange Information Electronically with Other Continuing Education Professionals" (Gadbow); "Noncredit Continuing Education: Today's Challenges Create Tomorrow's Traditions" (Long); "Professional Development Programs for Teachers: An Applied Model" (Infantino); "The Winning Formula" (Yoder); "Accommodating Older Persons to Higher Education" (Cortright); "Educating Internally: Strategies for Achieving a More Central Role for Continuing Education in College and University Affairs" (Fey); "Contract Programs: Focus on Indirect Costs, Overhead, and Profit" (Long); "The Role of Higher Education in Rural Economic Development" (Caskey and others); "National Continuing Education Programming: The Perils and the Rewards" (Nance, Cowan); "A Model Program for Rural Women: Now and the Future" (Barnes); "Writing for Publication" (Shields); "Inside Education: College in Prison" (Danglade); "How Americans in Transition Study for College Credit" (Brickell); "Building a Campus Consensus for Continuing Education" (Norris, Roughton); "Student Services in Continuing Education" (Perillo, Glines); "Applications of New Technology" (Bridwell, Lott); "What Marketing Psychology Means to Brochure Design" (Foster); "Continuing Education for Business: Issues, Threats, and Opportunities" (Falk); and "Demonstrations of New Technology: The Optel System and Satellite Delivery Systems" (Phillips and others). Highlights of business meetings are also presented. Appendixes include reports of the various committees. (YLB)

ED 310 242 CE 053 041

Rumberger, Russell W.
The Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 35p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Climate; *Education Work Relationship; *Employment Opportunities; *Employment Patterns; *Industrial Education; *Labor Economics; *Labor Market; Labor Utilization; Postsecondary Education

This document examines trends in employment, earnings, and education requirements among major sectors, industries, and four detailed industry groups (high tech, business services, health services, and eating and drinking establishments) in the United States. Trends show that the service sector, particularly in business and health services, are important sources of new jobs in the U.S. economy. Because the service sector tends to employ more college graduates, its expansion will tend to raise the educational requirements of jobs in the future economy. Yet the service sector pays lower average wages than the goods-producing sector, which could alter the distribution of earnings. The paper's first section contains a rationale for examining the industrial sector and includes a description of the industrial structure of the economy. The second section examines differences in employment and educational requirements among industrial sectors and detailed groups. Differences in earnings among industries are the subject of the third section. The final section discusses the implications of the material presented earlier. A 15-item bibliography and seven tables conclude the document. (CML)

ED 310 270   CE 053 087

Muller, Josef, Ed.; Dietrich, Anja, Ed.
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div.
REPORT NO.- DSE-DOK-1514-C/a
PUB DATE- 89
NOTE- 402p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Developing Nations; Educational Radio; Evaluation Criteria; *Evaluation Methods; *Literacy Education; Management Information Systems; *Outcomes of Education; Program Effectiveness; *Program Evaluation; Questionnaires; Research Methodology
IDENTIFIERS- Botswana; India; Iran; Kenya; Malawi; Tanzania; Zimbabwe

This document contains a collection of literacy program evaluation instruments from developing countries, as well as several papers describing how to use evaluation instruments to assess various types of systems. The following titles (with author or country of origin) are contained in this collection: "Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes" (by R. H. Dave); "Problem Study Questionnaire: Work-Oriented Adult Literacy Project" (Iran); "Initial Survey Instrument Scheme for the 15-25 Age Group" (India); "What Is a Management Information System (MIS)?" (by H. S. Bhola); "The Management Information System of the Tanzania Literacy Campaign" (by Z. J. Mpogolo); "Guidelines for Monitoring the Malawi National Adult Literacy Programme" (Malawi); "The Management Information System of the Zimbabwe Literacy Campaign" (Zimbabwe); "The Management Information System of the Botswana National Literacy Programme" (Botswana); "Preliminary Guidelines on Monitoring" (India); "Literacy Learner Assessment" (Malawi); "Guidelines on Learner Evaluation in the Adult Education Programme" (India); "Literacy Levels Prescribed by the National Literacy Mission" (India); "Achievement Test in Agriculture" (Iran); "Global Evaluation of a Literacy Project" (by Roger Couvert); "Indicators and Elements for Measurement of Change in Experimental Literacy Projects" (UNESCO); "Construction of Measurement Tools and Methods and Procedures for Sampling and Control for Evaluation of Experimental Literacy Projects" (UNESCO); "The Effects of Literacy in Kenya: Questionnaire for Literacy Learners and Questionnaire for Literacy Teachers" (UNESCO/Kenya); "Programme Listening Report" (Tanzania); "Literacy Listening Report" (Zambia); "Questionnaire on the Use of Radio and Television in Literacy Campaigns" (by John Maddison); and "An Alternative Approach to Evaluation" (India). (KC)

ED 310 329 CG 021 905

Vera, Elizabeth M.; Levin, Irwin P.
Sex Differences in Moral Decision Making.
PUB DATE- May 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Caregivers; *Decision Making; Justice; *Moral Values; *Sex Differences; Situational Tests; Value Judgment; Values
IDENTIFIERS- Gilligan (Carol)

Gilligan's theory, which identifies two distinct orientations of moral decision-making, care and justice, was extended in this study. Moral dilemmas were used to ascertain percentages of care-based responses versus justice-based responses in 40 men and 39 women. Based on previous research, it was predicted that by increasing the level of importance of a given situation and the degree of difficulty in reaching a decision, one would find significant increases in percentages of total care responses in both men and women. It was also predicted that in decisions of lesser importance, men would tend to rely on a justice orientation while women would operate more from a care orientation. Results yielded support for all but the latter of these predictions. These findings deviate somewhat from predictions based on Gilligan's theory that these orientations are predominantly sex-specific. Thus it is clear that the two orientations do in fact exist, but it is less clear under what circumstances sex differences may exist. Further research that focuses on situational differences and their relation to the responses of men and women is needed to clarify this issue. (References are included.) (Author)

ED 310 373 CS 009 780

Athanases, Steven Z.; Barton, Jim
The Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.

PUB DATE- May 88
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Literature Appreciation; *Oral Interpretation; *Reader Text Relationship; *Reading Aloud to Others; *Reading Comprehension; Reading Games; Teaching Methods
IDENTIFIERS- Text Factors

Supported by a rationale for activities in the language arts/English curriculum, this paper demonstrates methods of introducing students to current approaches to oral interpretation of literature. The paper argues that through planning, rehearsing, and reflecting on oral interpretations of literature, readers become increasingly aware of characters' emotions and learn to embody these emotions in performance. The paper also argues that such practice helps students in subsequent silent readings to interpret the affective dimensions of texts, and therefore to comprehend literary works. (Sixteen references and an appendix of 10 practical tips in using oral interpretation are attached.) (RS)

ED 310 525 EA 021 246

Report of the Consensus Planning Project.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Aug 88
NOTE- 64p.
GRANT- SPA-1549
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Cooperative Planning; *Coordination; *Educational Planning; Elementary Secondary Education; *Planning Commissions; Policy Formation; Statewide Planning
IDENTIFIERS- *National Assessment of Educational Progress; *National Assessment Planning Project

This third report of the National Assessment Planning Project concentrates on the consensus planning process used in the project. The project is an outgrowth of National Assessment of Educational Progress (NAEP) program expansion, whose original task was to produce state-by-state comparisons of student achievement. The report is organized in four sections, preceded by an introduction. The first section provides background information on the NAEP and on the National Assessment Planning Project itself. The second section is a discussion of how the demands placed upon the planning of the assessment shift as the project changes to a state-by-state program from a national program. The third section describes the consensus planning procedures used in the project. Finally, the fourth section presents recommendations, observations, and lessons learned from the project. (JAM)

ED 310 256　　　　　　　　　　CE 053 063

Kleeman, Rosslyn S.
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/T-GGD-89-32
PUB DATE- 19 Jun 89
NOTE- 16p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparable Worth; *Entry Workers; *Federal Government; *Government Employees; Higher Education; Public Agencies; Public Service Occupations; *Recruitment; Salaries; *Work Attitudes

Many studies have pointed out the increasing intellectual sophistication and skill levels government work will require and the resulting need for bright, capable employees to enter the federal service. In this environment, the federal government must ensure that it is in a competitive position to get its fair share of talented graduates. Unfortunately, studies by the General Accounting Office (GAO) and other groups have shown that the government is not in a competitive position, and it is already having difficulties recruiting and retaining good employees. As part of its analysis of the reason for recruiting problems, GAO is exploring the attitudes of prospective employees toward federal employment. From the first five of a planned series of conversations with groups of college students and newly hired federal employees, several themes appear to be emerging: (1) students say they do not know what jobs are available in the federal government and consider the application process to be confusing, untimely, and difficult; (2) students say they want fulfilling jobs, but believe that government work cannot provide excitement or satisfaction; and (3) students who would like to work for the federal government are discouraged by low pay levels, especially in high-cost locations. (KC)

ED 310 285 CE 053 107

Varah, Kathleen M.; Hallman, Clemens L.

A Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.

Florida Univ., Gainesville. Coll. of Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 55p.

GRANT- G008710412-89

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adult Education; *Adult Learning; Higher Education; *Inservice Teacher Education; *Learning Theories; *Professional Continuing Education

This document suggests ways in which principles of adult learning theory can help educators understand and facilitate the progress of the nontraditional, mature student. In addition, it examines the continuing education of the adult learner who is involved in teacher inservice education. After a preface and introduction, five sections make up the bulk of the document, followed by a four-page bibliography and an appendix that describes the University of Florida's functional/collaborative approach to the development of inservice teacher and administrator training programs. Among the five major sections, one examines social forces affecting adult learning activity; the second section describes various attempts at building learning theory that incorporates how adults learn; the third section recognizes congruencies between adult learning principles and continuing professional education; the fourth lists indicators of institutional commitment to adult learners; and the fifth section includes suggestions for improving teacher inservice education. (CML)

ED 310 299 CG 021 875

Fine, Marvin J., Ed.
School Psychology: Cutting Edges in Research and Practice.
National Association of School Psychologists, Washington, DC.; National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3002-8
PUB DATE- 89
NOTE- 83p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (stock number 3002-8).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Futures (of Society); *Research and Development; *School Psychologists; *Theory Practice Relationship

This three-part document contains several presentations and commentaries which represent further elaboration and clarification of the respective positions held by contributors to a 1988 American Psychological Association symposium on futures in school psychology. Part I contains the following presentations: (1) "Conceptualizing the Future of School Psychology" (DeWayne Kurpius and M. Scott); (2) "Instructional Consultation: A Model for Providing Classroom-Based Support Services" (Sylvia Rosenfield); (3) "Cognitive-Behavioral School Psychology: Current Issues and Future Directions" (Jan Hughes); (4) "Early Intervention, Preschool Services, and the Future of School Psychology" (Kathleen Paget); and (5) "Biological Bases of Behavior and School Psychology: Riches or Ruin?" (Cecil Reynolds). Part II contains two commentaries on the foregoing chapters, "Futures in School Psychology: Commentary" (George Hynd) and "Planning the Future of School Psychology" (Michael Curtis). Part III, "What Can We Learn from 'Yertle the Turtle'?" (Marvin Fine), is a critical summing-up of foregoing presentations which includes both reiterations and some additional thoughts on the future of school psychology. (NB)

ED 310 314 CG 021 890

Abel, Charles; And Others

Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.

Iowa Univ., Oakdale. Inst. of Child Behavior and Development.
PUB DATE- 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Disorders; *Child Abuse; *Child Neglect; Child Welfare; Compliance (Legal); Failure to Thrive; *Family Violence; Psychosomatic Disorders; *Sexual Abuse; State Legislation; *Victims of Crime
IDENTIFIERS- *Iowa

Pursuant to a bill passed by the Iowa legislature requiring training for mandatory reporters of child abuse, this manual addresses the fundamental issues of identifying and reporting child abuse. Chapter 1 is an overview of the history of child abuse and how the current system of reporting has evolved. Chapter 2 is a basic primer on the physical and behavioral identification of physical abuse, sexual abuse, and denial of critical care. The process for documenting child abuse and making a report are reviewed in chapter 3. Chapter 4 summarizes treatment and prevention programs and philosophies. Each chapter has a review case and sample questions for use as study aids. A short quiz is provided at the end of the manual, which prospective reporters of child abuse can submit to the Iowa Child Abuse Research and Education Project in return for feedback and certification. (TE)

ED 310 344 CG 021 920

Canfield, Lori Annette; Green, Charles W.

Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.

PUB DATE- May 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989). Many pages have some light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Child Abuse; Experience; High Risk Persons; Marital Instability; *Predictor Variables; *Sexual Abuse; *Stress Variables; Victims of Crime

According to social-psychological theory, violent acts in a marital relationship can be understood by examining environmental stressors and violent acts spouses experienced as children. Because there is a great variety in the type and frequency of abuse suffered by battered women, it is important to examine abuse type and abuse frequency simultaneously to identify women at risk for severe abuse. This study examined whether there is a subset of abuse predictors which are especially useful in predicting abuse severity and its components. Subjects (N=105) were battered women at a women's crisis center. Data were gathered by structured interview upon admission to the center. Variables in the areas of situational stressors and childhood abuse that were found to be predictive of spouse abuse in previous research were investigated to determine their value in predicting abuse type, abuse frequency and abuse severity. Multiple regression analyses indicated that alcohol/drug use predicted abuse type, client employment level predicted abuse frequency, and both alcohol/drug use and sexual abuse of the women during childhood predicted abuse severity. Some subjects also completed questions concerning their experience with marital rape. Their responses indicated that marital rape was a widespread problem with serious consequences for battered women. (Author/ABL)

ED 310 358 CS 009 762

Spivey, Nancy Nelson
Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Trends; Literature Reviews; Readability; Reading Achievement; Reading Instruction; *Reading Processes; *Reading Research
IDENTIFIERS- *Constructivism; Text Factors

This article reviews research concerning the organizational, selective, and connective aspects of reading and then assesses the impact of constructivism on four reading-related issues in the United States: (1) readability of texts; (2) assessment of reading ability; (3) instruction in reading; and (4) conception of literacy. The article argues that the constructivist tradition in reading research, begun early in the century and reinitiated about 15 years ago, is producing new insights into discourse comprehension as part of the "cognitive revolution." The article characterizes constructivism as providing a coherent framework for studying the reading process by portraying the reader as building a mental representation from textual cues by organizing, selecting, and connecting content. (A list of 177 references is attached.) (RS)

ED 310 389 CS 212 012

Al-Habib, Abdulrahman Ibrahim
The Flow of Foreign News into Six Arab Gulf Newspapers.
PUB DATE- Aug 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Developing Nations; Foreign Countries; *International Relations; International Studies; *Mass Media Role; Media Research; *Newspapers
IDENTIFIERS- *Arab Gulf States; *International News; Media Bias; Media Coverage; News Agencies; News Stories; News Topics

In order to determine the nature of foreign news coverage in the Arab Gulf states, a study examined six newspapers in these states (one in each country) in regard to the volume, news sources, and kinds of news (both subject categories and regions covered). Data were selected from 12 issues (one from each month) in 1986 from the following newspapers: "Al-Jazeera" from Saudi Arabia, "Al-Qabas" from Kuwait, "Al-Ittihad" from United Arab Emirates, "Arrayah" from Qatar, "Akhbar Alkhaleej" from Bahrain, and "Oman" from Oman. All newspapers provide international coverage and are considered prestigious; each has the highest circulation in its country. Stories were separated into foreign and domestic categories and measured by length. Findings indicated the following: (1) foreign news comprised more than half the total news space of these papers; (2) there was very little coverage of Latin America or East bloc countries; (3) the Conflict and Defense subject category dominated foreign news; (4) international agencies emphasized conflict at the expense of more positive news; and (5) there was a strong imbalance in the regional coverage and the subject category distribution of foreign news in the Gulf states. (Five tables of data are included, and 34 references are appended.) (MS)

ED 310 403 CS 212 052

Carey, Linda; And Others

Differences in Writers' Initial Task Representations. Technical Report No. 35.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

PUB DATE- Jul 89

NOTE- 33p.

CONTRACT- 00014-85-K-0423-(ONR)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Expository Writing; *Planning; Prewriting; Protocol Analysis; *Rhetorical Invention; *Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- Writing Habits; Writing Strategies

An exploratory study investigated how writers represent their task to themselves before beginning to write. Using data from verbal protocols, the initial plans of 12 writers (5 experts and 7 student writers) who were working on an expository writing task were examined. The protocols were coded for types of planning. Independent measures of the quality of the subjects' plans and of the quality of their texts were also obtained. The analysis suggest that both the quantity and quality of a writer's initial planning may make a difference in the quality of the final text. A positive correlation between the amount of initial planning and text quality, and between the quality of planning and text quality was also found. In particular, the study revealed that writers who developed rhetorical plans (i.e., plans for audience and purpose) tended to produce higher-rated texts. The data indicated that experienced writers build a rhetorical representation of their task. A rhetorical representation is defined as one which is rich in rhetorical goals and plans relating to the audience, purpose, form and language of the text, and in which the writer integrates his plans to form a coherent theory of the task. (Four tables of data are included and two appendixes containing rating instructions for texts and rating instructions for protocol excerpts are attached.) (Author/KEH)

ED 310 434   CS 506 708

Spangler, Lynn C.

Television Autobiographies: The Audience Speaks for Itself.

PUB DATE- Aug 89

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Audience Response; Case Studies; *Childrens Television; Higher Education; *Mass Media Effects; Mass Media Role; Mass Media Use; *Personal Narratives; Social Attitudes; *Social Influences; Social Values; Television; Television Research; *Television Viewing

Students in a children and television course wrote their "television autobiographies" (that is, their relationship with TV). Forty-three students at a mid-size upstate New York college participated. The autobiographies corroborated the results of previous quantitative and qualitative research, but added a personal, more in-depth look at the individual members of television audiences. Entertainment and information were frequently listed as reasons for watching TV, but escape and companionship were special needs for some individuals when they were children. Many subjects remembered television more because of interaction with their families than actual specific content. Children sometimes used television programs and characters as the basis for play and imagination activities. In terms of behavior, television affected subjects most in how they spent their time. It also affected what they talked about with friends and sometimes caused conflict with family members. Television influenced their play and provided role models to imitate. All but one of the subjects grew up watching educational children's shows on public television, and some programs were mentioned as instructional in social relationships. The most striking influence television seemed to have on the subjects was in the affective domain. Identification with characters often influenced how they felt as children not only while they watched a program, but also after the program ended. For most subjects it was the context of the television experience, not the content, that they most remembered. (Eighteen references are included.) (MG)

ED 310 450 CS 506 765

Denton, Craig L.
The Landscape Documentary: Unveiling the Face of "Wasteland."
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Documentaries; Land Use; Personal Narratives; *Photographs; *Photography; *Photojournalism; Physical Environment
IDENTIFIERS- *Landscapes; Public Communication; *Utah; Visual Communication

This paper outlines the process of a photographic landscape documentary project which set out to unveil the face of Utah's West Desert (a 42,000 square-mile, sparsely-populated, broad, rugged land of salt bed "playas" and high mountain ranges) comprising one-third of the state and which hoped to make the West Desert, recently under consideration for various missile, nerve gas, and hazardous waste projects, better known and understood. The first section of the paper surveys the project's purpose, discussing the environmental challenge, including a personal response. Objectives are the focus of the second section, detailing the landscape documentary tradition and six specific objectives for the West Desert documentary. The third section focuses on methodology, first discussing the process of public communication (and its influence on the author's methodology for collecting the portfolio images for eventual public exhibit), and then detailing the mechanics of gathering the images over 3 years, with the first year focused on planning, the second on shooting, and the third on printing, writing, and putting the exhibit together. The fourth section presents interpreted results of the documentary and its exhibit, both public effects and personal ones. A final section discusses further research, to focus on people of the West Desert. An appendix presents the slide presentation script, naming the photographic subjects of 30 slides. (SR)

ED 310 465 CS 506 801

McCall, Jeffrey M.
Beyond the Roper Report: Maintaining Goals To Educate (Not Train) Students.
PUB DATE- 28 Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 27-29, 1989). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Broadcast Industry; Educational Background; *Higher Education; Journalism Education; Mass Media; Media Research; Professional Development
IDENTIFIERS- Media Education; Roper Organization; *Roper Research Surveys

The "Electronic Media Career Preparation Study" was conducted by the Roper Organization to represent an attempt to put many industry concerns about academia into a more formalized context. Broadcasters in the Roper study suggested that colleges and universities do an inadequate job in providing students with practical knowledge and in giving hands-on experience. Another major concern expressed by the broadcasters was that students leaving colleges and universities today have unrealistic career expectations regarding starting salary, job advancement, and misguided impressions of the industry. One of the pleasant outcomes of the Roper study was an apparent willingness expressed by broadcasters to help support the development of media education. The discussion prompted by the Roper study could lead to genuine progress once the mutual misconceptions are overcome. Academics should recognize the key role played by industry involvement and should better appreciate the pressures of daily media production and media economics. Broadcasters should learn to understand bettter the role of a university and should work to recognize the political and practical constraints of the university setting. Broadcasters should continue efforts to produce and air the best possible programs which become models for aspiring broadcasters and create challenging standards for students to meet. (Sixteen footnotes are included.) (MG)

ED 310 480 CS 506 838

Bozik, Mary
Listening: Theory and Instruction. A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- May 89
NOTE- 9p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Instructional Materials; *Listening; Listening Comprehension Tests; Listening Skills; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Listening Research; *Listening Theory

This 81-item annotated bibliography offers a survey of materials available on listening in educational, business, and relationship contexts. The bibliography includes books, journal articles, textbooks and instructional materials, and assessment instruments dating from 1971 to 1989. Not included in the bibliography are texts in speech communication, speech education, language arts instruction, foreign language instruction, learning disabilities, reading, mass media, and music appreciation. (RS)

ED 310 495 EA 021 140

Business Management for Independent Schools. Third Edition.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-63-9
PUB DATE- 87
NOTE- 145p.
AVAILABLE FROM- Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($27.00 prepaid plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; Certified Public Accountants; Computer Oriented Programs; *Educational Finance; Elementary Secondary Education; Financial Services; Financial Support; *Money Management; *Private Schools; *Records Management; *School Accounting

This business management manual discusses school accounting and reporting principles; in particular, financial management, computerization, and records retention techniques. First is described the basic accounting principles, plant funds, endowment funds, operational funds, chart of accounts, and financial states of the school's annual financial report. Second, financial management topics are discussed, including dealing with the independent certified public accountant, budgeting concepts and procedures, cash management, and financial planning. Finally, a section focuses on other selected administrative topics. (SI)

ED 310 569 EC 220 773

Carreiro, P.; And Others

Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps.

PUB DATE- 88

NOTE- 10p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; Classroom Environment; *Classroom Techniques; *Educational Methods; Elementary Secondary Education; Grouping (Instructional Purposes); Recordkeeping; Scheduling; *Severe Disabilities; Student Educational Objectives

IDENTIFIERS- *Routine Environments

The paper considers the value and implementation of routines in the educational setting with learners who have severe handicaps. Part I outlines the importance of routines as an intrinsic part of the teaching process, and reviews the potential benefits to the student of routine-based teaching. Benefits include the observations that routines: facilitate attending; facilitate natural cues; serve as a foundation of memory; are tools for concept building; can ensure functional competency; and ensure basic learning competency. Part II provides a practical method of implementing a program of learning in which routines are the basis of all instruction. Elements present in an effective classroom are identified, and the steps necessary to achieve an effective classroom when using the routine-based model with students having severe and multiple handicaps are identified. These steps include: (1) choosing activities, (2) setting up a daily schedule, (3) grouping students, (4) scheduling the groups, (5) writing routines, (6) selecting assessment measures and objectives, (7) integrating objectives into routines, (8) choosing the teaching method for the objectives, and (9) keeping data. An example is provided of an individualized arrival routine, prepared as a data sheet. (Author/DB)

ED 310 584 EC 220 788

McCormick, Sandra; Cooper, John O.
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
Ohio State Univ., Columbus. Research Foundation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 88
NOTE- 103p.
GRANT- G008530194
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; High Schools; *Instructional Effectiveness; *Learning Disabilities; *Reading Comprehension; *Reading Instruction; Recall (Psychology); *Study Skills; Teaching Methods
IDENTIFIERS- *SQ3R Study Formula

The study reported in this paper investigated the effects of a frequently recommended study technique on the comprehension of expository text by high-school students having learning disabilities. The instructional procedure studied was "Survey, Question, Read, Recite, Review" (SQ3R). Six experiments were conducted over a 3-year period, involving a total of 49 students. Data for the six experiments were analyzed through use of single-case experimental designs. General procedures for all experiments consisted of students retelling information after reading passages from history texts. Variables in the six studies included length of reading passage, reading level of passages, teacher prompts, and reading time limits. Results of the experiments showed that the SQ3R procedure had little effect on students' recall of information. There was, however, a clear functional relationship between the length of passages used and recall of information, favoring passages of shorter length. (Author/JDD)

ED 310 418 CS 212 071

Kaufmann, Felice A., Ed.
Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
NOTE- 54p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 48778-3020; $4.50 member, $5.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; *English Instruction; Lesson Plans; *Poetry; *Problem Solving; *Substitute Teachers; Teaching Methods

This guidebook contains materials from "NOTES Plus," the National Council of Teachers of English's (NCTE's) journal for the exchange of ideas by teachers and other English professionals. The suggestions presented here are meant for use by substitute teachers. The activities are divided into five categories: "Thinking and Writing with Precision," "Imaginative Problem Solving," "Description and Detail," "Poetry," and "Word Play." (MS)

ED 310 510 EA 021 230

Candoli, I. C.

Superintendent's Evaluation Process.

PUB DATE- Feb 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Skill Analysis; *Superintendents; Supervisory Methods
IDENTIFIERS- *Texas (Fort Worth)

It is in the superintendent's best interest to have a well thought out formal evaluation plan in place rather than suffer the reality of an informal evaluation--an evaluation that is often based on whim and fancy. In the evolution of the evaluation process, the primary thrust has moved from personal qualities to input measures to, finally, output criteria. The product of this evolution in the Fort Worth area is an annual evaluation that is a verbal/narrative/summative presentation based upon outcomes as they relate to the board's list of eight primary objectives. While personal opinion and compatibility do enter into this evaluation effort, the blips caused by strong personalities have been minimized and the dialogue has remained on a level that focuses on board priorities rather than personal habits and the superintendent's individual idiosyncrasies. Two superintendent evaluation plans are appended. (KM)

ED 310 540 EA 021 269

Clements, Barbara S.; And Others
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 38p.
CONTRACT- 300-85-0146
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Finance; Efficiency; Elementary Secondary Education; Expenditure per Student; Expenditures; *Federal State Relationship; Financial Audits; Improvement; *Numeric Databases; Public Schools; Salaries; *School Accounting; *School Funds; *School Statistics; State Departments of Education; State School District Relationship
IDENTIFIERS- *Common Core of Data Program

A summary of recommendations for improving the fiscal data portion of the Center for Education Statistics' Common Core of Data includes a discussion of the issues surrounding each recommendation. The following actions are recommended: (1) revenues and expenditures should include a breakdown of function by funds, and further detail should be included under revenue sources and functions; (2) all states should adhere to the definitions and classifications in the guide called "Handbook 2R2"; (3) universe counts of students in traditional and nontraditional programs should continue to be disaggregated; and (4) the routine uses of the Common Core of Data should be prominently published for persons responsible for completion and use of the forms. More discussion is recommended in regard to the elements of current expenditures, the definitions of average daily attendance, and the appropriateness of the current per-pupil expenditure formula with the goal of producing a comparable definition of per-pupil expenditure to be used for state-by-state comparisons. In addition, staffing studies of average teacher salary, average administrator salary, and compositions of the benefits package state by state need to be completed prior to making additional recommendations about fiscal elements related to staff. The appendices contain a list of Common Core of Data coordinators, the form presently used by states to report revenues and expenditures, and a revenue matrix and an expenditure matrix. (MLF)

ED 310 555 EA 021 295

Bauscher, Richard H.; Reynoldson, Roger L.
How To Hire Top School Administrators.
PUB DATE- Jun 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Idaho School Superintendent (Boise, Idaho, June 14-16 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; *Employment Interviews; Employment Qualifications; Leadership Qualities; *School Administration; *Supervisor Qualifications

The basic procedures for the recruitment, selection, induction, and development of administrative central office or building personnel are presented in this document. Also included are the addresses of 11 associations with which to advertise for administrative applicants, examples of interview questions and discussion statements, 10 steps to a better selection process, suggestions on what to look for in an applicant's resume (complete with a sample resume and application), strategies to improve interviewing techniques, psychologists' precautions for hidden signals that an interviewer should be alert to, and examples of both an administrator applicant preinterview packet and an interview committee screening instrument packet. (KM)

ED 310 598 EC 221 004

Cress, Cynthia J.
Disabled Access to Technological Advances (DATA) Final Report.
Access to Independence, Inc., Madison, WI.; Computers to Help People, Inc., Madison, WI.; Wisconsin Div. of Vocational Rehabilitation, Madison.; Wisconsin Univ., Madison. Trace Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 109p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Appendix G contains light broken print.
GRANT- G008303442
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($15.15).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Adult Vocational Education; *Cerebral Palsy; Employment Potential; *Employment Services; Job Training; *Microcomputers; *Severe Disabilities; *Technological Advancement; *Vocational Rehabilitation

Disabled Access to Technological Advances (DATA) was a 3-year federally funded project to demonstrate how the application of computer technology can increase the employability of severely disabled persons. Services were provided through the integrated efforts of four agencies in Dane County, Wisconsin: an independent living center, a rehabilitation research and engineering center, a vocational rehabilitation organization, and a computer application and training organization for disabled persons. Fourteen clients, most of them with cerebral palsy, were accepted, evaluated, and supplied with apropriate technology, training, support, education, and counseling. The skills learned were then applied in job-related situations, including educational training, trial work, job search, and employment. By the end of the project, six clients were employed in full- or part-time competitive employment directly related to their career goals, three others had completed trial or volunteer work related to their career goals, four clients utilized technology primarily in career-related education and job search, and one client utilized technology only in job search. Appendices include planning forms, client selection criteria, client profile form, client screening checklist, evaluation forms, and individualized action plan forms. (JDD)

ED 310 612 EC 221 022

Posey, Virginia K.
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
Center for Educational Development, Tucson, AZ.; Tucson Unified School District, Ariz.
PUB DATE- Apr 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Compliance (Legal); *Disabilities; *Disadvantaged Youth; Due Process; *Limited English Speaking; Long Range Planning; Records (Forms); Secondary Education; *Student Educational Objectives; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

The handbook is intended to provide school administrators, vocational teachers, special education teachers/supportive personnel, and guidance counselors with the basic guidelines and strategies for implementing the Individual Vocational Education Planning (IVEP) process for disadvantaged. limited-English proficient, and handicapped secondary students in Tucson, Arizona. The handbook is also intended to help educators comply with requirements of the Carl D. Perkins Vocational Act of 1984 and the Vocational Program Standards of the Arizona Department of Education. Background information includes a mission statement, legal compliance requirements, and definitions of students with special needs and the IVEP. The IVEP process is then outlined in terms of a process checklist, and the paper/communication flow for disadvantaged, limited-English proficient, and handicapped students. Sample forms used in IVEP documentation include the High School Student Educational Plan, the Vocational Education Service Plan, and the Request for Assistance. IVEP role checklists identify responsibilities of the Assistant Principal for Instruction, the guidance counselor, the vocational teacher, and the Special Education Chair. Forms related to local school training are the Local IVEP Training Plan Checklist, the Local School IVEP Action Plan, and a suggested local school training agenda. The last sections provides related definitions including definitions of handicapping conditions. (DB)

ED 310 374 CS 009 781

Lonberger, Rosemary B.

The Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders.

PUB DATE- Feb 89

NOTE- 42p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (12th, Savannah, GA, February 24-27, 1989). Appendixes and tables may not reproduce clearly because of small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Analysis of Variance; Grade 4; Grade 6; Intermediate Grades; *Learning Strategies; *Metacognition; *Reading Comprehension; Reading Research

IDENTIFIERS- *Metacomprehension

A study examined the effects of training in a self-generated learning strategy on students' ability to comprehend text and self-monitor their understanding while engaging in strategic text processing. The study also explored the extent to which grade level and passage difficulty interacted with training to produce treatment effects. Subjects, 36 fourth grade and 36 sixth grade students in four classrooms in the same small rural northeastern elementary school, were randomly divided by classroom into control and experimental groups of equal size. Subjects in the experimental groups were trained in the use of a learning strategy which encompassed self-generated questioning prior to and during the reading of text, while subjects in the control group spent an equal amount of time receiving instruction in identifying main ideas. Factors such as teacher variable, initial differences in the ability levels of the subjects, and the time of day of the instruction were held constant. Posttest results indicated that treatment did manipulate metacomprehension skills and resulted in increased comprehension and retention of prose. (Seven tables of data are included; 20 references, appendixes describing the learning strategy, and posttest instruments are attached.) (RS)

ED 310 626 FL 018 130

Laforge, Lorne, Comp.

Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- J-2
PUB DATE- 89
NOTE- 556p.
LANGUAGE- French; English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bilingual Education; *Bilingualism; English; Foreign Countries; French; *Information Sources; Instructional Materials; *Language Research; *Official Languages; Publications; Research Reports; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Canada; *Language Contact

This annotated bibliography contains over 450 citations of monographs, essays, readings, articles, unpublished documents, research reports, bibliographies, papers, instructional materials, and other publications concerning bilingual education, bilingualism, official language instruction, and French and English language instruction in Canada. The items are collected from a Canadian bilingualism and language research database, and are annotated in English and/or French. Information presented for each entry includes bibliographic data, an annotation of content, and indexing and descriptive terms. The items are indexed by subject, French and English descriptors, and document type. (MSE)

ED 310 243 CE 053 042

Urban, Edward F.

A Basic Measuring Instrumentation Training Program for New York Institute of Technology.

PUB DATE- 30 May 89

NOTE- 119p.; Master's thesis, New York Institute of Technology.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Instructional Development; *Instructional Systems; *Material Development; *Measurement Equipment; Postsecondary Education; Technical Education; Videotape Recordings

IDENTIFIERS- *Instructional Systems Development; *Micrometers

This document contains information, based on the instructional systems design model, about the development and delivery of a 10-minute video training program to teach college engineering technology students how to use a micrometer to measure to one thousandth of an inch. The students were taught the following: (1) to identify the parts of the micrometer; (2) the terminology associated with a micrometer; and (3) to read a micrometer. During the analysis portion of the project, an audience needs analysis was conducted; space and time constraints were evaluated; the number of trainees was set; the medium was selected; instructional goals were determined; a budget was prepared; and a project timeline was developed. During the design portion of the project, an instructional task analysis was performed; instructional objectives were developed; entry behaviors were defined; learning activities were sequenced; and evaluation was specified. During the development phase of the project, the video and printed handouts were developed, based on Gagne's nine events of instruction. After implementation, students completed a posttest and questionnaire, which assessed their reactions to the program and determined whether or not they had met the learning objectives. (The document includes a 23-item bibliography and appendices that contain audience analysis forms, a needs survey instrument, an instructional analysis form for scale reading, project planning forms, printed handouts, posttests, and the video script.) (CML)

ED 310 286 CE 053 108

An Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).

Northeastern Ohio Universities, Rootstown. Coll. of Medicine.; Summit-Portage Area Health Education Network, Akron, OH.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations Education; *Drug Therapy; *Exercise Physiology; *Integrated Curriculum; Nursing Education; *Nutrition Instruction; *Older Adults; Old Old Adults; Pharmaceutical Education; Young Old Adults

This document is intended to give health care providers interdisciplinary information concerning drugs, nutrition, and exercise to help them enhance health maintenance of the elderly. Prepared as part of Project NNED, (Nursing, Nutrition, Exercise, and Drugs), an integrated curriculum for health care providers of the elderly, the document includes four pages of tables and explanations that demonstrate the effects of nutrition, exercise, and drugs on body systems of the elderly. In addition, two case studies are presented. The document also includes a list of project faculty and staff; paragraphs that name the sponsors and justify the project; a synopsis of the project; pre- and post-tests intended to gauge the knowledge of caregivers before and after instruction incorporating the tables and case studies; an abstract describing the project; and a list of program goals. (CML)

ED 310 300 CG 021 876

Pietrukowicz, Mary; Johnson, Mitzi M. S.
Respite Care for Impaired Family Members: An Examination of Two Agencies.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (10th, San Francisco, CA, March 29-April 1, 1989). Data collection funded by the Lexington/Bluegrass Chapter of the Alzheimer's Disease and Related Disorders Association.
GRANT- AG00145-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alzheimers Disease; *Chronic Illness; *Disabilities; *Family Caregivers; Family Relationship; *Frail Elderly; Human Services; *Mental Disorders; *Respite Care

Studies consistently have found that caregivers who use respite care are satisfied with and appreciate such care. However, preliminary evaluations of the effect of respite care on caregiver burden have had mixed, limited, and in some cases null empirical findings of program effectiveness. This study explored the relationship between caregiver characteristics and utilization of respite care in order to understand the caregivers' perceptions of burden and social support as well as their need for formal support services. Subjects included 22 caregivers using respite care for families with dementing relatives and 26 demographically matched caregivers not using respite care. Also included were 43 caregivers of mentally or physically disabled children using the in-home respite care program. Subjects responded to a questionnaire focusing on caregiver demographics, length of care, sources and availability of social supports, and attitudes toward and utilization of respite care. Results indicated that caregivers who used the respite care perceived a higher level of burden than did non- users. While differences in burden could be due to varying degrees of physical, cognitive, or behavioral problems that drive caregivers to seek respite, examination of severity, mental status, and prescription of behavioral management medications revealed no differences in the patient samples. (ABL)

ED 310 315 CG 021 891

Olsen, Robert M.; Miller, Judy

Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.

Oregon State Dept. of Education, Salem.
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; Dropout Research; *Dropouts; High School Freshmen; High Schools; Out of School Youth; School Demography; School Statistics; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Oregon

This document presents the findings and recommendations of a study that investigated students who leave school before graduating. The study attempted to determine the proportion of young people who leave school early versus those who graduate, and examined the subsequent schooling/training and job experiences of early leavers. The study investigated high school freshmen of the 1981-82 academic year, and the sample consisted of 20 percent of the freshmen class in large metropolitan schools and all freshmen in the remainder of the schools. The following data were collected for each student who left school: parental information; school attendance information; grades; credits accumulated; special education services; and standardized test forms. Thereafter, telephone interviews were conducted with these students and their families. Findings are reported through a series of graphs and pie charts, and the document concludes with a series of policy recommendations and proposals for future study. (TE)

ED 310 330 CG 021 906

Arthur, Winfred, Jr.; Fuentes, Rick

Relationships between Personnel Tests, Age, and Job Performance.

PUB DATE- 8 Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Aging (Individuals); *Job Performance; *Occupational Tests; *Personnel Evaluation; Predictor Variables
IDENTIFIERS- Drivers; Trucks

The age decrement model has traditionally been a fairly popular model of the human life span. This model has the basic premise that with increasing age there is a corresponding decrease in a wide range of abilities. Not all research has agreed with the unqualified age decrement model. This study examined the relationship between an information-processing based test battery, job performance, and age using a sample of petroleum transport drivers (N=71). Only the Auditory Selective Attention Test (ASAT) and the Group Embedded Figures Test (GEFT) were valid predictors in the information processing battery; they were significantly correlated with the number and cost of driving accidents and the cost of spills and blends. Older drivers performed worse than younger drivers on the ASAT and the GEFT, the two valid predictors. However, there were no significant age differences in the costs of both driving accidents and spills and blends. The results suggest that an increasing number of driving accidents may have resulted from factors other than age. The results also suggest that when age differences in job performance occur, they are better explained by performance on valid predictors than by age per se. Thus the results bring into question the use of age as a surrogate predictor of job performance. (Author/ABL)

ED 310 345 CG 021 921

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.

Louisiana State Dept. of Education, Baton Rouge.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- Dec 87

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adolescents; *Dropouts; *Early Parenthood; Illegitimate Births; *Pregnancy; *Pregnant Students; Program Evaluation; Public Policy; School Role; Secondary Education; Trend Analysis; Unwed Mothers

IDENTIFIERS- *Title IX Education Amendments 1972

This report describes results of Project TEEN, a 1-year federal grant project awarded to the Louisiana State Department of Education for the purpose of conducting a state assessment of compliance with Title IX as related to middle and secondary school dropouts among pregnant female adolescents. Other stated purposes of the project include assessment of educational offerings available to pregnant minors and the development of model survey and questionnaire instruments. This document discusses: (1) the economic impact of adolescent pregnancy in Louisiana with statistics concerning live births to teenagers; (2) family awareness and youth responsibilities with statistics concerning out-of-wedlock births to teenagers; (3) teenage pregnancy and its impact on dropping out of school with statistics concerning estimated numbers of pregnant students; (4) the health costs of teenage pregnancy for the mothers and babies with statistics concerning infant deaths categorized; and (5) availability of support services and unmet service needs such as child care with statistics concerning desired services. Recommendations by the Project TEEN Task Force are provided, focusing on the role of schools and the need for support services. The appendix includes Project TEEN questionnaires for mothers and fathers and data tables from the project. (ABL)

ED 310 359 CS 009 763

Clary, Linda Mixon
Parents Teach Reading, Too.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Literature; Elementary Education; *Literature Appreciation; Parent Attitudes; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Reading Aloud to Others; *Reading Attitudes; Reading Interests
IDENTIFIERS- *Parents as Teachers; Reading Motivation

Parents and teachers need to be involved in teaching children to read and to enjoy reading. There are three planks in a platform that will help all parents become involved in their children's learning to read. First, parents must set the example. If they want their children to read, parents must read around them and to them. Secondly, they must follow up on reading. This follow-up could involve helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books. Besides learning that reading is important, the child usually learns to love to read. The parents' final responsibility in teaching reading is to find out about, participate in, evaluate, and make requests of the instructional program at the child's school. A "Twenty Questions" list can help the parent fulfill this responsibility. By reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading. (MG)

ED 310 390 CS 212 015

Levinson, Judith L.; Lalor, Ida
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Grade 1; Grade 2; Kindergarten; Primary Education; Reading Improvement; *Reading Instruction; Reading Research; *Reading Writing Relationship; Spelling; Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing to Read Program

A study focused on the effects of the Writing to Read program piloted at kindergarten and first grade levels in Community Consolidated School District 65. The report included measures of students' writing, performance on district-made and standardized reading tests, and a follow-up on second graders. Statistical techniques of group comparison and pre-/post-testing were used to determine the effects of the program. One school site was chosen as the experimental group, and two school sites with comparable demographic characteristics were chosen as the control groups. Results indicated that writing scores of kindergarten and first grade children in the program were better than those of children in the comparison group. Reading vocabulary and comprehension scores of Writing to Read kindergartners were significantly higher than those of the comparison group. First graders in the program received higher scores in reading and spelling. Parents and teachers responded positively to the Writing to Read program. The follow-up testing of second graders showed no significant difference in the average reading scores of the experimental and control group students. There was no statistically significant difference in the distribution of writing scores between the follow-up experimental and the control group; however, when average writing scores were obtained, there was a significant difference favoring the experimental group. The Writing to Read system appears to be an effective intervention for developing writing and reading skills in kindergarten and writing skills in first grade. (Fifteen tables of data are included, and two appendixes containing a teacher questionnaire and parent survey responses are attached.) (MG)

ED 310 419 CS 212 072

Cline, Ruth K. J., Comp.

The Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 89
NOTE- 89p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33657; $4.95 member, $6.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *English Instruction; High Schools; Junior High Schools; Learning Activities; Literary Criticism; *Literature Appreciation; Secondary School Curriculum; Teacher Developed Materials; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Writing Assignments

This book is a collection of class activities and lesson plans from "NOTES Plus." The book focuses on three special columns from "NOTES Plus": "Classic of the Month," "Literature Assignment of the Month," and "Writing Assignment of the Month," that contain longer and more involved strategies for enhancing the study of literature and writing. This volume includes some of the best of those activities and lesson plans. The first section includes such classics as "The Great Gatsby," "To Kill a Mockingbird," and "Macbeth." The literature assignment section includes: proverbs as literature; teaching style with style; and sensitizing students to technique. In the final section topics include: writing to learn across the curriculum; writing about writing; and in defense of a challenged book. (MS)

ED 310 481 EA 020 295

Vedra, Kenneth David
A Study of the Predictability of School District Bond Ratings.

PUB DATE- 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Las Vegas, NV, Februrary 19-22, 1988). Ed.D. Dissertation, University of Colorado, 1986. Cover title varies slightly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bond Issues; Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Money Management; *Predictor Variables; Property Taxes; School Districts; *School Taxes; *Social Distribution; *Socioeconomic Influences
IDENTIFIERS- *Predictive Models

School district bond ratings, issued on request by Standard and Poor's Corporation or Moody's Investors Service, hold implications for school districts' financial management. Ultimately, the bond rating assigned is a factor affecting the total cost of the bond issuance, related to the principal and interest payments over the life of the debt. A study was designed to identify the relationships among (1) school district bond ratings given by Moody's; (2) various socioeconomic-demographic characteristics; (3) and educational organization and finance variables. The 33 school districts selected for the study were all districts receiving a general obligation bond rating in 1984 from Moody's and located within a standard Metropolitan Statistical Area in the Western region. Each of 19 independent variables was tested for simple correlation; a multiple regression equation was developed to predict Moody bond ratings. The findings indicate that four variables (assessed valuation, total bonded debt, overlapping debt, and fund balance) have a combined predictive value that is highly significant. Combining these four variables yields a strong positive correlation with Moody's bond ratings. Findings also show that socioeconomic-demographic variables (per capita income, median family income, and district population) are not significant in the prediction equation. Therefore, these variables do not discriminate in the determination of a district's bond rating. Other findings and implications are discussed at length. Six statistical tables are included. (MLH)

ED 310 496 EA 021 152

Cagampang, Helen H.; And Others
Pregnant and Parenting Minors and California Schools.
Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PC87-4-6-SOR
PUB DATE- Apr 89
NOTE- 51p.; Revision of April 1987 report.
AVAILABLE FROM- Publication Sales, Policy Analysis for California Education (PACE), School of Education, University of California, Berkeley, CA 94720 ($4.00 plus $1.50 handling charge and 7 percent sales tax).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adolescents; *Continuation Students; *Early Parenthood; *Nontraditional Education; *Nontraditional Students; Pregnant Students; Secondary Education; State Surveys
IDENTIFIERS- *California

To maintain the current level of educational services for pregnant and parenting adolescents in California, 800 more openings will be needed by 1992. The increase will be necessary to accommodate the state's youngest mothers' (those from 14 to 15 years old) increasing birth rate. A telephone survey, conducted in December 1986 and January 1987, of 144 head teachers or program managers of California's 247 teen mother education programs was undertaken to identify the types of existing programs, to solicit suggestions for program improvement, and to assess the implementation costs of a comprehensive program. An additional mail survey of junior and senior high schools was conducted to estimate the numbers of pregnant or mothering teens and the associated dropout rates. Enrollment in classroom-oriented programs accounted for 61 percent of the teen mothers, while 30 percent attended pullout programs that mainstreamed the students but provided an additional special class or classes for one or more periods a day. Recommendations to improve teen mother educational programs include enhanced provision of childcare, additional support for transportation services, and expanding onsite counseling and health care. An appendix and nine tables are provided. (KM)

ED 310 526 EA 021 247

Wright, Lance V.
A Study of Supervisory Priorities of First-Time High School Principals.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Qualifications; Change Agents; High Schools; *Needs Assessment; *Occupational Information; *Principals; School Administration; *School Supervision

The supervisory tasks that a novice principal emphasizes upon school entry make a major difference in developing the principal's professional identity as one who leads the improvement of instruction. Over the course of 2 years (1987-89), 12 first-time high school principals (7 male and 5 female, 10 white and 2 black) were studied. To ensure geographic and demographic representation, participants were selected from five different states. Each principal was interviewed bimonthly for 30 to 45 minutes, either in person or by telephone. The analysis of gathered data revealed that the top priorities of these first-time principals were communicating, team building, culture influencing, and goal setting. Priorities ranking in the middle range were direct assistance, curriculum development and directing, organizing and staffing, and student problem solving. The bottom-ranked priorities were managing conflict, budgeting, reporting, action research, and counselling. Further analysis of data revealed a deficit in preparation programs that was illustrated by the wide range in the principal's awareness, knowledge, and skill regarding their work as supervisors. (12 references) (KM)

ED 310 556 EA 021 296

Avila, Linda
Local Districts' Fiscal Contributions to Special Education in Texas.
PUB DATE- Aug 88
NOTE- 19p.; Paper presented at the Meeting of the Texas Council of Administrators of Special Education (Austin, TX, August 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Disabilities; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Public Schools; *School District Spending; School Funds; *Special Education
IDENTIFIERS- *Texas

Research has indicated that the quality and quantity of programs offered through special education are dictated by available funding rather than the needs of the handicapped students. To fill the lack of information on the amount of local funding made available for special education programming, on-site visits to interview special education directors, district business/financial managers, and superintendents in six demographically diverse Texas public school districts were conducted. Issues examined included;(1) the amount and allocation of local revenues for special education; (2) the relationship between local special education expenditures and the district's per-pupil valuation; and (3) the local special education expenditures and their possible relationship with other factors. Results indicate that all six districts contributed from local sources to their special education programs, with the actual amounts ranging from $2.16 to $1,030.00 per handicapped pupil; that a positive relationship seemed to exist between the wealth of the school district and the amount of local financial support for special education programs; and that when all sources of financial support were combined, a $1,400 difference per handicapped student existed between the least and the most wealthy school districts. (11 references and 3 tables) (KM)

ED 310 585 EC 220 789

Ciborowski, Jean
Improving Textbook Usability. Final Report.
Education Development Center, Inc., Newton, Mass.; RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 230p.; For the conference report on this project, see ED 303 934.
CONTRACT- 300-86-0118
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; Mainstreaming; *Science Instruction; *Social Studies; Student Needs; *Textbook Content; Textbook Evaluation; Textbook Preparation; Textbooks

This project sought to improve the utility of science and social studies textbooks used by mainstreamed handicapped children, by considering the special needs of children who are sensorily or cognitively impaired. The project reviewed the literature, developed a text analysis tool to determine if textbooks contain effective teaching strategies, analyzed 12 social studies and science textbooks at elementary and secondary levels, verified the initial analysis by teachers using the texts with students experiencing learning problems, and disseminated the findings at a national conference. Major findings in the textbook analysis were: (1) many textbooks failed to incorporate effective methods of instruction for students with learning problems; (2) most activities for special learners were poorly integrated, often inappropriate, and dull; (3) textbooks for secondary students, in particular, seldom included important information about organizational, study, and test-taking strategies; (4) textbooks did not highlight text structures known to facilitate comprehension and recall. Recommendations are offered to publishers in order to make textbooks more usable for mildly handicapped students, and strategies are offered to teachers to make existing textbooks more usable. Nine appendixes making up the greater part of the document include appraisal forms, a resource packet, verification materials, the assessment tool, and materials related to the 1988 conference on improving textbook utility, including the conference brochure. A list of 63 references is also provided. (JDD)

ED 310 257   CE 053 064

Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).

Circle, Inc., McLean, VA.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

PUB DATE- Feb 88

NOTE- 148p.

CONTRACT- 240-87-0058

AVAILABLE FROM- National Technical Information Service, 5285 Pont Royal Road, Springfield, VA 22161. Accession Number HRP-0907209.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Associate Degrees; Higher Education; Labor Needs; *Labor Turnover; *Nursing; *Nursing Education; Policy Formation; Public Policy; *Recruitment; *School Holding Power; *Student Recruitment

This document reports the proceedings of a conference held in response to concerns about the nursing shortage and its implications for health care in the United States. Following a keynote address ("Nursing and Shortage: Part of the Problem or Part of the Solution?") by Dona Diers, the document is organized in five sections, with each section featuring two papers, two responses, and discussion. The paper titles and authors are "Current Data on Nurse Supply" (Evelyn Moses); "Update on the National Commission on Nursing Implementation Project" (Vivien DeBack); "Recruitment Strategies in Nursing Education" (Madeline Turkeltaub); "Recruitment Strategies in Nursing Education" (Kathleen G. Andreoli); "Recruitment Strategies in Long-Term Care" (Ethel Mitty); "Student Retention in Associate Degree Nursing Education" (Gerry Hansen); "Retention Strategies in Nursing Education" (Lucille Joel); "Nurse Retention: Long-Term and Short-Term Strategies for Improving Nurse Retention and Patient Satisfaction" (Edward J. Halloran); and "The Retention Process in a Community (Home) Health Nursing Agency" (Marilyn D. Harris). The responses to each paper and discussion summaries are included in the proceedings, along with recommendations, lists of participants and the agenda. (KC)

ED 310 271 CE 053 088

Kamlongera, Christopher
Theatre for Development in Africa with Case Studies from Malawi and Zambia.
German Foundation for International Development, Bonn (West Germany). Education, Science and Documentation Div.; Malawi Univ., Zomba. Dept. of Fine and Performing Arts.
REPORT NO.- DSE-DOK-1499-C/a
PUB DATE- 89
NOTE- 302p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; Colonialism; Developing Nations; *Development; Foreign Countries; *Nonformal Education; *Popular Culture; *Theater Arts
IDENTIFIERS- *Africa; Malawi; Zambia

This document describes the development of theater in Africa, over the last 20 years, from a medium of entertainment for the colonial elite to an African theatre, after independence. It describes various approaches to the use of theater as a medium of education and development. Nine chapters in the book concern: (1) background to African drama; (2) theater and society in Africa; (3) the future of African theater; (4) taking theater to people; (5) creating a representative African theater; (6) theater and development in Africa; (7) theater for development in Malawi; (8) theater for development in Zambia; and (9) analysis of theater for development work. The study points out that a truly popular theater would presumably be one in which the people themselves, in spite of the handicaps imposed by the lack of formal education, could initiate and develop theatrical explorations of their predicaments and, by doing so could engage in a long-term process of social self-education. An 81-item bibliography concludes the document. (NLL)

ED 310 404 CS 212 053

Dyson, Anne Haas

"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 36p.; Project funded in part by a grant from the Spencer Foundation. Paper presented at the "Mind and Society" Conference (Durham, NH, October 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Creative Development; *Creative Writing; Descriptive Writing; Grade 1; Grade 2; Kindergarten; Magnet Schools; Primary Education; Reader Response; Story Reading; *Student Writing Models; Urban Schools; Writing Improvement; Writing Research; Writing Skills

IDENTIFIERS- *Childrens Writing; Story Writing

A case study traces the evolution of "once-upon-a-time" in a child's classroom story writing, drawing upon data collected in a three-year study of writing development in an urban magnet school. The subject, Mitzi, is observed from kindergarten through second grade. The study assumes that stories are cultural discourse forms that serve multiple functions and that, to internalize those forms, children must transform them into tools that are functional within their own social worlds. It is also assumed that children's discourse forms and functions are in a dialectical relationship: the initially awkward forms children produce may have limited social meaning--but those forms may elicit social responses that imbue them with new functional possibilities and thus lead children to further grappling with forms. In brief, the story forms young children learn from others are not the end products, but the catalysts, of development. (Five figures and one table of data are included; 30 references are attached.) (Author/KEH)

ED 310 435 CS 506 711

Thomas, Laurie
Cable, The First Amendment, and the Future: A Time To Change Course.
PUB DATE- 12 Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cable Television; *Futures (of Society); Information Sources; Mass Media Role; Models; Television Research
IDENTIFIERS- *Deregulation; Federal Communications Commission; *First Amendment; Monopoly

Addressing the issues of the application of the First Amendment and deregulation, this paper examines the judicial and legislative precedents for cable television regulation and the current industry status. The paper then addresses the questions: (1) Should and could a different regulatory approach be taken? (2) What types of models might best be followed? and (3) How would a different approach withstand the First Amendment scrutiny that led the cable industry to where it is today? The paper specifically examines the common carrier/public utility and state/municipal ownership models of regulation. The paper concludes that the application of the First Amendment and deregulation have gone too far and will not produce a system that goes to the heart of preserving minority views and generally serving the public's best interest. (Seventy-three notes are included.) (RS)

ED 310 451 CS 506 770

Wills, Sandra Judith Abiola
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada.
PUB DATE- Jul 87
NOTE- 136p.; M.A. Thesis, Concordia University (Canada).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; Foreign Countries; Higher Education; Literature Reviews; *Professional Development; *Public Relations; Qualitative Research; Theory Practice Relationship
IDENTIFIERS- *Canada; Professional Concerns

Intended to review the recent professional developments in public relations as they are documented in the literature and to explore the implications of these developments for public relations education in Canada at the university level, this thesis is in six chapters, as follows: (1) Introduction; (2) Defining Public Relations; (3) Current Public Relations Education and Curricula; (4) Current Developments in the Public Relations Practice; (5) Current Implications for Public Relations Curriculum in Canada; and (6) Conclusions and General Observations. Two tables are included; 39 references and two appendixes (containing a comprehensive definition of public relations and the public relations program sequence at Canada's Mount Saint Vincent University) conclude the thesis. (SR)

ED 310 466 CS 506 803

Driscoll, Paul D.
The Federal Communications Commission and Broadcast Indecency.
PUB DATE- Apr 89
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Response; Censorship; Court Litigation; Federal Government; *Federal Regulation; Language Usage; Media Research; *Obscenity; *Programing (Broadcast); Standards
IDENTIFIERS- *Federal Communications Commission; *First Amendment

This paper examines the government's authority to regulate indecent broadcasts, beginning with a historical overview of the Federal Communication Commission's (FCC) involvement with broadcast indecency and its application in case law. First Amendment considerations are discussed and some suggestions are made regarding how the Commission should approach the issue of broadcast indecency. The paper argues that since the Federal Communications Commission's expansion of its enforcement standards against indecent broadcast programming in 1987, the extent to which indecent speech may be regulated consistent with the First Amendment remains unsettled and controversial. (One hundred thirty-seven notes are included.) (Author/RS)

ED 310 511 EA 021 231

Mahan, David J.
Improving Student Achievement through a Systematic Instructional Monitoring Plan.
PUB DATE- Feb 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Curriculum Evaluation; *Educational Development; *Educational Improvement; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Middle Schools; Teacher Effectiveness
IDENTIFIERS- *Saint Louis City School District MO

Based on four very basic but important premises, the Instructional Monitoring Plan has resulted in significant learning gains by middle school students in the St. Louis (Missouri) public school system. First, the staff must define what is to be taught by the teacher and learned by the students. Second, all faculty members must be aware of the curriculum that is to be taught. Third, a plan with specific objectives and timetables to teach the curriculum must be developed. And fourth, continuous and intense supervision must be carried out by the instructional leader of the school: the principal. The success of the plan requires a commitment to improve, a systematic process of defining curriculum and instructional activities, and an extensive commitment of time by school administrators to direct involvement in leadership on a daily basis and ensure that the plan is carried out at all levels of the educational system. Included in the appendix are charts showing the correlation between California Achievement Test category objectives and the curriculum of the school system. (KM)

ED 310 570 EC 220 774

Saya, Michael J.

Critical Factors in the Prescription of Technical Aids.

PUB DATE- 88
NOTE- 11p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Electronic Equipment; Foreign Countries; *Mobility Aids; *Physical Disabilities; Program Evaluation; Questionnaires; Sensory Aids
IDENTIFIERS- Alberta (Calgary)

A 52-point questionnaire was developed to evaluate the success of each of 270 device/client matches at the Technical Resource Centre in Calgary, Alberta. The center provides physically handicapped persons with any of over 200 devices in the areas of communication, mobility, environmental control, and computer evaluation. The first questionnaire items describe the age, cognitive and physical skills of the client, and the number of hours of device use per week. The remaining items ask the respondent (client, therapist, or family member) to evaluate the device/client matches. Findings are presented that identify the critical factors from the questionnaire: effect on the user, effects on others in the environment, level of training in the operation of the device, design of the device, and device reliability and durability. The questionnaire itself is appended. (Author/DB)

ED 310 229 CE 052 857

Aderinto, J. A.
Educational Orientation of Nigerian Adult Learners.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Students; Foreign Countries; *Goal Orientation; *Learning Motivation; Participant Characteristics; Student Characteristics; *Student Educational Objectives
IDENTIFIERS- *Nigeria; Spearman Rank Correlation Coefficient

A study examined the educational orientation of Nigerian adult learners to test the assumptions that there would be no difference in their reasons for engaging in educational activities and that there would be no difference between male and female Nigerian adult learners as to their educational orientations. Six hundred male and female adults engaged in different educational activities in both basic and advanced education institutions were randomly selected from a population of 1,000 and were administered the "Reason for Educational Participation Scale Questionnaire" developed by Burges in 1971. Usable responses were received from 265 males and 248 females. The Spearman Rank Order Correlation was used to analyze the data to identify statistical differences. The findings from the study suggest that Nigerian adult learners engage in educational activities mainly for economic needs, self-development needs, social needs, and acquisition of credentials. Males and females had similar educational orientations. (Brief mention is made of the use of the data in program development. Sixteen references are listed.) (NLL)

ED 310 375 CS 009 782

Clary, Linda Mixon
Administrative Self-Analysis Checklist.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Elementary Secondary Education; Informal Assessment; *Program Evaluation; *Reading Instruction; *Reading Programs; *Self Evaluation (Groups)
IDENTIFIERS- *Becoming a Nation of Readers

Intended to translate the content of the 1985 report "Becoming a Nation of Readers" into particular points that all groups can look for in their schools, this checklist consists of 30 questions to help a school or school system assess its strengths and weaknesses. The 30 questions evaluate the categories of philosophy, curriculum development, methodology, testing, and personnel. Each item is to be marked with "always," "sometimes," or "never," resulting in a determination of areas that need to be improved. (SR)

ED 310 541 EA 021 270

Oches, Barry
Teacher Assistance Teams: A Process for Democratic Teachers.
PUB DATE- Jun 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Institute for Democracy in Education (Athens, OH, June 22-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Disabilities; Elementary Secondary Education; *Instructional Improvement; Special Education; Special Education Teachers; *Special Programs; *Teacher Aides; *Teaching Methods; *Team Training
IDENTIFIERS- *Teacher Assistance Teams

The Teacher Assistance Team (TAT) process has come about as a result of the increase in referrals for special education services (mostly for the learning disabilities classroom). TAT was devised to break the cycle of student failure. This paper has five parts. Part 1 briefly elaborates on the definition of a TAT. Part 2 addresses the need for TAT in terms of student-related and system-related problems. Part 3 outlines the 14 sequential steps of the TAT process. The necessry planning and implementation procedures of TAT are provided in part 4 and part 5 lists seven factors that influence the success of the program. (SI)

ED 310 599 EC 221 005

Vanderheiden, Gregg C.

Service Delivery Mechanisms in Rehabilitation Technology.

Wisconsin Univ., Madison, Trace Center.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 11p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Paper based on keynote address presented at the Annual Conference of the American Occupational Association (66th, Minneapolis, MN April 1986).
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Certification; Communication Aids (for Disabled); *Delivery Systems; *Disabilities; *Microcomputers; Physical Disabilities; Qualifications; *Rehabilitation; *Technology

This reprint of a journal article focuses on the use of computers and other personal assistive devices by disabled persons. Topics covered include: a perspective on the use of advanced technology; distinction between technological appliances which provide benefits to the individual independent of the individual's skill level, versus tools which require development of special skills to gain full benefit of their use; skills or special knowledge needed for the effective delivery of rehabilitation technology; new roles for the service delivery team; sources of training in rehabilitation technology; and issues in qualification or certification of rehabilitation technology professionals. (JDD)

ED 310 613 EC 221 023

Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

PUB DATE- 88
NOTE- 172p.; For a related document, see ED 219 160.
CONTRACT- 105-85-1702
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Neglect; Definitions; *Incidence; National Surveys; *Sexual Abuse; Statistical Data; *Trend Analysis
IDENTIFIERS- *Study Natl Incidence Preval Child Abuse Neglect

The Study of National Incidence and Prevalence of Child Abuse and Neglect, mandated by the Child Abuse Amendments of 1984, was intended to assess the current national incidence of child abuse and neglect and to determine how the severity, frequency, and character of child maltreatment had changed since the first study was completed in 1980. The executive summary provides key findings in the areas of: current national incidence of countable child abuse and neglect; distribution of child maltreatment by type; severity of injuries/impairments from countable maltreatment; changes since 1980 in incidence (under the original definitions); child, family, and county characteristics related to incidence, type, or severity of maltreatment; and recognition and reporting patterns. Among implications of the study are that an increase in countable cases since 1980 probably reflects the increased likelihood of professionals recognizing maltreatment and that local child protective services appear to be using more stringent screening standards in officially substantiating cases of reported child maltreatment. Extensive tables and figures provide statistical data of the study. (DB)

ED 310 627 FL 018 133

Devitt, Sean M.
Classroom Discourse: Its Nature and Its Potential for Language Learning.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE- 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Course Descriptions; Cultural Awareness; Discourse Analysis; Grammar; Instructional Improvement; Instructional Materials; Language Teachers; *Learning Processes; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Authentic Materials; *Content Area Teaching

It is proposed that the main emphasis in second language instruction continues to be on linguistic form rather than on meaning or content. In a review of literature, arguments are reiterated supporting the idea that meaning can be transmitted without having all the linguistic means of the target language at one's disposal. These arguments submit that first and subsequent languages are learned effectively only within a framework of meaningful use. The implication of "meaningful use" in the classroom context is then explored, drawing on transcripts of the language used in three content classes (history, religious education, and economics) and three language classes (one in French and two in German). Evidence suggesting much less meaningful use of language in the language classes is presented. Some of the problems arising in purportedly communicative classrooms are considered, and a possible solution to some of these problems, designed to be attractive to administrators and parents and to enable teachers and pupils to achieve explicit objectives of language syllabuses is offered. (MSE)

ED 310 287 CE 053 110

Employment Training.
Further Education Unit, London (England).
REPORT NO.- FEU-Bull-2; ISBN-1-85338-136-5
PUB DATE- Jun 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; *Employment Programs; Foreign Countries; Higher Education; *Job Training; Labor Force Development; *Program Implementation; Program Improvement
IDENTIFIERS- *Great Britain

This document reviews the progress of the Employment Training (ET) initiative for employed adults in Great Britain. The document begins by explaining the changing context in which the project is operating, which includes a downgrading of the alternatives to ET, increased participation in ET, and increased employer involvement in ET. The response of colleges to ET is reviewed, including an early lack of response in the area of curriculum development. The initial assessment process of individuals participating in ET is reviewed, and priorities are suggested for training agents, who do the assessments. The need for quality control over the delivery of training and the importance of providing equal opportunities, particularly for blacks and for men and women who desire occupations nontraditional for their sex, are outlined. Staff and institutional development are discussed. Trainee characteristics and project costs are covered, and several preliminary conclusions are reached about the ET project in general. The following conclusions are listed: (1) ET has exposed many issues; (2) ET has provided some stimulus for curriculum and institutional development; (3) further work is needed in staff development; (4) ET needs enlarged scope to deal with strategic skill shortages; (5) more time and funds are needed to address basic and special needs; (6) ET is underfunded in crucial areas; and (7) quality assurance in curriculum is an urgent priority. (CML)

ED 310 316 CG 021 892

Etaugh, Claire; Poertner, Patricia

Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.

PUB DATE- May 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Attitude Measures; College Students; *Divorce; *Employed Parents; Employment Level; Higher Education; *Mothers; *Personality Assessment; Role Models; *Social Status; *Student Attitudes

The labor force participation of women with young children has increased dramatically in recent years, stimulating research concerning how perceptions of a woman's competence and personality are affected by her employment and family roles. A rating instrument containing 24 7-point bipolar scales administered to a group of 224 college students evaluated personality and performance characteristics of 16 women described as married or divorced mothers, employed or formerly employed in either a high- or low-status occupation. Ratings for each scale were analyzed using four-way analyses of variance. Results indicated that the students evaluated mothers who were married, employed, and in high status occupations more favorably than those who were divorced, not employed, and in low-status occupations. Results are tabulated and references are included. (TE)

ED 310 331 CG 021 907

Vande Kamp, Mark E.; And Others
Is High Self-Esteem a Precondition of "Normal" Behavior?
PUB DATE- 5 May 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Predictor Variables; *Self Esteem; *Social Behavior; Student Attitudes; *Students

Self-esteem is widely perceived to be important. This study examined the role of self-esteem as a moderator of social behavior in a sample selected to represent a broad range on the self-esteem dimension. Student subjects representing high, medium, and low levels of self-esteem were selected from a large sample (N=1,051) such that those characterized as low in self-esteem expressed negative self-attitudes. All subjects selected completed seven paper-and-pencil tasks measuring well-known and reliable psychological phenomena. Self-esteem was found to moderate three out of six phenomena that were replicated: (1) acceptance of more responsibility for desired than for undesired outcomes; (2) the false-consensus effect; and (3) unrealistic optimism concerning future life events. Attitude-consistency of cognitive responses to persuasion, primacy in impression formation, and beneffectance for social events were not moderated by self-esteem. No conclusions could be drawn about possible moderating effects of self-esteem on opinion change following counter-attitudinal role playing and attitude similarity/attraction. The results showed that when subjects with a wide range in self-esteem were tested, self-esteem was an important moderator of social behavior. (Author/ABL)

ED 310 360 CS 009 764

Clary, Linda Mixon
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; *Cognitive Style; Elementary Secondary Education; *Instructional Development; *Reading Instruction; Reading Skills; *Reading Teachers

After examining several definitions of learning styles, this guide helps reading teachers identify the areas in which they need to adapt their practices in adjusting to differences in their students' learning styles. A 34-item Teacher Inventory of Adaptations for Learning Styles in Reading Classes checklist is provided in the guide. (MS)

ED 310 420 CS 212 073

Jensen, Julie M., Comp.
The Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
NOTE- 85p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 30186-3020; $4.95 member, $6.50 nonmember).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Creative Teaching; Elementary Education; *Elementary School Curriculum; *English Instruction; *Language Arts; Learning Activities; Middle Schools; Teacher Developed Materials; Teaching Methods

This book is a collection of imaginative teaching ideas taken from past issues of "Livewire," a publication devoted to the exchange of practical teaching ideas for the elementary and middle school classroom. The book presents the teaching ideas grouped according to grade levels. The three sections are "Primary--Discovering Language and Literature"; "Intermediate--Making Meaning: Integrating the Language Arts"; and "Advanced Intermediate--Extending Language Learning." (MS)

ED 310 436 CS 506 713

Perse, Elizabeth M.
Audience Selectivity and Involvement.
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Audience Response; Mass Media Effects; Mass Media Use; Programing (Broadcast); Questionnaires; Television Research; Television Surveys; *Television Viewing; Use Studies
IDENTIFIERS- Cultivation Theory (Television)

A study focused on audience selectivity and involvement before and during television exposure. Two types of selectivity were considered: program selection before exposure and changing channels while viewing. The study included four indications of audience involvement: intentionality, or anticipating TV viewing; attention or focused cognitive effort; elaboration or thinking about program content; and distractions while viewing. Questionnaires were completed by 566 respondents who were cable TV subscribers who owned control devices, ranging in age from 15 to 93, from a wide geographic area. Partial correlations indicated that more salient viewing motives are linked to more search for television program information before viewing. Canonical correlation revealed that instrumental use is marked by involvement during exposure. Ritualistic television use is reflected in higher selectivity before and during exposure, but less involvement during exposure. Results indicate that "zapping" is most likely part of a ritualistic viewing pattern. Future research should consider how audience selectivity and involvement influence media effects. (Three tables of data are included and 45 references are attached.) (MG)

ED 310 467 CS 506 804

Piekos, Jennie M.; Einsiedel, Edna F.

Gender and Decision-Making among Canadian Public Relations Practitioners.

PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Decision Making; Foreign Countries; National Surveys; Occupational Surveys; Organizational Climate; Power Structure; Professional Recognition; *Public Relations; Sex Bias; *Sex Differences; Sex Discrimination
IDENTIFIERS- *Canada; Professional Concerns

A study examined gender and the practice of public relations in Canada, investigation whether there are gender differences in: (1) structural factors such as practitioner roles, salaries, and job satisfaction; (2) participation in management decision-making; and (3) methods of decision-making, particularly in the area of program evaluation. A survey (designed to measure practitioner roles and evaluation methods, background attributes, participation in decision-making, and attitudes toward the job and professional trends) was completed by 309 public relations practitioners (a response rate of 47.4%) from 12 major urban areas in Canada. Results indicated that, while women in public relations in Canada occupy the lower rungs of the professional ladder, exact location on the ladder among women technicians appears to be a function of age and experience. In addition, though the best predictors of income differentials are years of experience and practitioner role, gender also remains a significant predictor of salary variance. Results also showed that women participate in higher-order decision-making as frequently as men, especially at the managerial level, but that the profession in general relies more on intuitive than scientific decision-making procedures. The study's similarities and differences to data on the same topic from the United States illustrate the importance of cross-cultural replication of professional patterns. (Five tables of data are included, and 23 references are attached.) (SR)

ED 310 482 EA 020 376

Cole, Nathaniel H.

A General History of Public School Finance in Alaska. Operating and Capital Costs.

Alaska State Dept. of Education, Juneau.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Educational Finance; *Educational History; Elementary Secondary Education; Public Schools; School District Spending; *State History; State Legislation; State Programs; State School District Relationship; State Standards
IDENTIFIERS- *Alaska

This document examines the chronological history of financing the Alaskan public school system. The first section traces the influence of the Greco-Russian Church and the Russian-American Company on education in Russian Alaska. The second section focuses on early United States education efforts, including the Sheldon Jackson era, the Organic Act of 1912, and Alaskan education during the first 50 years of United States control. Section 3 summarizes the major elementary and secondary school laws set forth by the Territorial Legislature as well as a list of revenue sources for public education. The fourth section focuses on the years following the achievement of Alaska's statehood in which the first school finance study and the first state school foundation program were implemented. The last section traces the oil revenue years in which the discovery of oil brought new wealth and prompted a second school finance study, a second school foundation plan, and subsequent changes in the foundation program. (SI)

ED 310 497 EA 021 168

Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.

Florida State Dept. of Education, Tallahassee. Office of Policy Research and Improvement.

PUB DATE- Nov 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Change Strategies; *Educational Change; Educational Development; Elementary Secondary Education; *High Risk Students; Public Schools; School Districts; *State School District Relationship; Summer Schools
IDENTIFIERS- *Florida; *School Restructuring

Restructuring of the Florida education system calls for fundamental changes in curriculum and instruction, authority, staff accountability, reward and incentive systems, and the relationship between schools and others. Five examples of the current school restructuring initiatives were presented at the Florida Conference on School Restructuring: (1) restructuring for more effective teaching and learning; (2) restructuring for more effective leadership; (3) restructuring to redefine teaching; (4) restructuring to meet the needs of at-risk youth; and (5) Florida Department of Education's Summer School Enhancement Institute. Twelve school districts were invited to send a teacher, principal, and district administrator to present and generate recommendations for how the state could promote restructuring in Florida. An analysis of what has been learned from the conference is provided with recommendations for further state action. (SI)

Roberts, Jo; Wright, Lance V.
A Study of the Change Efforts among First-Time High School Principals.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Administrative Policy; *Administrator Effectiveness; Change Agents; High Schools; *Needs Assessment; *Principals

This paper presents what beginning principals do to effect change in their schools during entry and closure of the first year. The survey instrument, based on a survey of 12 first-time high school principals conducted in five states and on a 1987 study of new secondary headmasters in the United Kingdom, was mailed to new principals in 16 states. The paper addresses the following five questions: (1) What immediate changes do beginning principals report making at the start of their first year? (2) What changes do they make as they progress through the first year? (3) How do they bring closure to the year and make plans for launching the next year? (4) What do beginning principals see as particularly difficult change-related challenges during the first year? and (5) Are beginning principals' change efforts congruent with their vision or needs assessments? The analysis of data reveals that: subjects' early change activities focused on management and climate (morale); later activities focused on management and climate (support); end-of-the-year planning was weak and unfocused; and visions (especially related to instruction) were not achieved. Change was difficult, and principals exhibited a sense of lack of control over student management for instruction, administrative workload, attending to instructional goals, and resistant staff. (16 references) (Author/KM)

ED 310 557 EA 021 302

Smith, Stuart C.; Scott, James J.

Encouraging School Staff To Collaborate for Instructional Effectiveness.

Oregon School Study Council, Eugene.

PUB DATE- Sep 89
NOTE- 39p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 plus $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Collegiality; *Cooperation; Educational Quality; Elementary Secondary Education; *Faculty; Faculty Development; *Instructional Effectiveness; Interpersonal Relationship; Organizational Development; *Principals; School Organization; Teacher Education; *Teacher Effectiveness; *Teamwork

Collaboration as a strategy to improve the instructional effectiveness of a school's faculty is examined in this bulletin. The first of four chapters provides a brief discussion of teacher isolation and its consequences and the positive effects of collaboration on school renewal, teacher satisfaction, teacher learning, cooperation among students, and school governance. The remaining chapters consider steps toward introducing collaboration in schools. These measures include the principal's role in advising teachers, supporting collegiality, and adopting a collaborative management style; the implementation of programs ranging from an organizational development strategy to faculty planning groups; and the practical considerations of time, finances, and training. (34 references) (SI)

ED 310 571 EC 220 775

Wilgosh, L.; And Others
The World of Work: Is There a Match between Vocational Preparation and Employer Expectations?
PUB DATE- 88
NOTE- 10p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; Employment Potential; Expectation; Foreign Countries; Interpersonal Competence; *Job Placement; Secondary Education; *Vocational Education; Vocational Rehabilitation

The first part of the paper describes research addressing whether there is a match between vocational preparation and employer expectations for individuals having disabilities, with emphasis on research performed in Alberta, Canada. Research goals include the identification of generic and/or specific skills and behaviors for vocational training of individuals with disabilities. The second part of the paper addresses discrepancies between vocational training and actual job success and proposes additional and alternative strategies for ensuring greater success of workers with disabilities in the competitive workplace. (Author/DB)

ED 310 244 CE 053 043

Engel, Leonard, Jr.

A Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station.

PUB DATE- 11 Jun 89
NOTE- 241p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Formative Evaluation; Hazardous Materials; *Instructional Development; Job Analysis; *Job Training; Legal Responsibility; Nuclear Power Plants; *Nuclear Power Plant Technicians; *Occupational Safety and Health; Program Evaluation; *Radiation; Skill Analysis; *Skill Development; Task Analysis; Training Objectives
IDENTIFIERS- DACUM Process; Gagne (Robert M)

Radiation workers, by law, have the responsibility to maintain their exposure to radiation levels as low as possible. This responsibility has not been accepted. Instead, they have relied solely on the policing action of health physics (HP) technicians, thereby delegating their lawful responsibility. Continued overexposure in the U.S. nuclear power plants show that this method of protection does not work. A project was designed and implemented to provide training to 10 Shoreham Nuclear Power Station radiation workers to enable them to monitor their own dose, identify changing conditions, and fulfill their responsiblity for self-limitation of exposure. A training plan was developed using the Institute for Nuclear Power Operations Training Systems Design, a process involving DACUM analysis, design of enabling objectives, development of instructional activities corresponding to instructional events described by Gagne (1985), training program implementation, and evaluation. The method of instruction was an illustrated talk with demonstration and student practice. The talk and practice were in three parts in the order of the likelihood of hazard: radiation, contamination, and airborne assessment. Identification for each hazard was practiced separately in the lesson, which was followed by laboratory practice where the trainer performed hazard assessment for all three radiological conditions existing at the same time in a mock-up work area. Formative evaluation techniques, including two small group trials and pilot test, resulted in improved mock-up training scenarios. One hundred percent mastery was required and attained by the trainees. (The report contains 20 appendices of project materials and a 19-item bibliography.) (NLL)

ED 310 258   CE 053 075

Dillon, Barbara; Smithson, Craig
The Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Sep 86
NOTE- 36p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Audits (Verification); Community Services; Compliance (Legal); Contracts; County Officials; Job Placement; *Job Training; Labor Force Development; Legal Responsibility; Local Government; Program Administration; *Program Validation; Public Administration; *Quality Control; Vocational Education; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; *Service Delivery Areas

Directed to Service Delivery Area (SDA) administrators but also useful to local elected officials and Private Industry Council members in determining key areas for their review, this document provides suggestions to SDAs on preventive activities that can assist in reducing disallowed costs resulting from the improper operation of JTPA programs. An executive summary lists all the activities suggested and explained in the remainder of the document. Section 1 lists the key areas discussed in the paper, including: precontract award and contract provisions; recapture of advance payments; reasonableness of fixed unit price contracts; verification of placements; monitoring systems; preparing for audits; conduct of the audit and audit resolution; and systems for obtaining timely information for management decision making. Each of the next eight chapters addresses one of those topics and contains specific activities recommended to protect the SDA from liability as a result of future audits. Chapter 10 tells how the SDA can make preventive measures part of its daily routine. Among the recommendations are to maintain up-to-date records on performance data, monitoring, and audit activities for the SDA and for individual contractors; and develop clear, specific guidelines governing all systems from proposal review to program evaluation. The appendix contains references to audits and liabilities in the Job Training Partnership Act and regulations. (CML)

ED 310 272 CE 053 089

Continuing Professional Development for LEA Staff. FEU Bulletin No. 1.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-137-3
PUB DATE- Jun 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Competency Based Education; *Curriculum Development; Foreign Countries; Inservice Education; Learning Modules; *Management Development; Needs Assessment; *Professional Continuing Education; *Professional Development; *Program Development; Standards
IDENTIFIERS- DACUM Process; *Local Education Authorities (United Kingdom); United Kingdom

Objectives of the ongoing Continuing Professional Development for Local Education Authority (LEA) project in the United Kingdom are to enhance the skills of LEA staff by defining the future education curriculum, exploring definitions of quality, developing a program of continuing professional development (CPD) for curriculum managers at the LEA level, structuring the CPD in modular form, and designing a competency-based CPD profile and seeking accreditation for each module. To date the project steering group has (1) conducted a survey of 52 LEAs and 6 training agencies using questionnaires, structured telephone interviews, and extended face-to-face interviews to collect data that will be used to design a CPD competency-based profile and develop sample CPD modules; (2) conducted a needs analysis using the DACUM (Developing a Curriculum) method to develop a list of competency statements of current and predicted LEA functions; and (3) developed a preliminary description of the functions of an LEA based on the finding of the DACUM exercise and the survey. Findings so far indicate that many of the skills and behavior patterns of management are highly complex and that the project team needs to decide whether to look for basic principles only, or whether some detailed analysis is necessary in determining and meeting management staff training needs. Until that decision is made, and as project work progresses, fundamental training needs of LEA advisors are being identified, and short training modules are being developed to try to address them. (NLL)

ED 310 301   CG 021 877

Haws, Zada; Lovell, Nikki
Support Groups for Identified "At Risk" Middle School/Junior High School Students.
Weber County Dept. of Alcohol and Substance Abuse, Ogden, UT.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the NCEA (St. Louis, MO, April 20-22, 1989). For related document, see CG 021 878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *High Risk Students; Intermediate Grades; *Junior High Schools; *Middle Schools; *Prevention; School Counselors; *Social Support Groups; Teachers

Support groups for middle school/junior high school students were developed for students identified by school counselors and teachers to be "at risk." To prevent negative labeling, the groups were promoted as groups to help students make good choices. Teachers and counselors were trained in issues and characteristics of children "at risk." The program had four main goals: to prevent substance abuse; to alleviate student truancy; to prevent dropping out; and to refer students with treatment or other needs to appropriate programs. Support groups were designed to teach skills that are not taught in homes with dysfunctional behavior. Support groups were facilitated by prevention personnel from a county agency. Support groups usually met once a week for 60 to 90 minutes. A manual will be available in the 1989-90 school year. The document includes the following: (1) a list of 20 characteristics of "at risk" children; (2) a list of 8 guidelines for support groups; (3) descriptions of 5 roles played in families; (4) a list of 10 good things to know for children of alcoholics; (5) graphs of various family roles; (6) the permission form/letter; and (7) an introduction to the support group manual. (ABL)

ED 310 346 CG 021 922

Rothbaum, Barbara Olasov; And Others
Responses Following Sexual and Non-Sexual Assault.
PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavior Therapy (22nd, New York, NY, November 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Depression (Psychology); *Emotional Response; *Rape; *Victims of Crime
IDENTIFIERS- Assaults; *Healing; *Posttraumatic Stress Disorder

Assault victims exhibit a variety of emotional responses including fear, depression, and sexual impairment. For most assault victims, these responses decline over time. This study examined the pattern of post-assault responses during the first 12 weeks and compared the pattern of responses following rape with non-sexual criminal assault reactions. Subjects included female rape victims (N=59) and male and female victims (N=37) of robbery or assault. Subjects were interviewed weekly by a mental health professional. Post-Traumatic Stress Disorder (PTSD) symptoms, depression, anxiety, and symptoms representing responses to assault and rape were assessed. After 9 weeks, subjects were divided into those with and without PTSD. A comparison between groups revealed that the scores of the PTSD rape victims on non-PTSD symptoms such as depression diverged from those without PTSD and remained consistently elevated throughout the 12 post-rape weeks. These results suggest that post-rape reactions can be construed as PTSD and that non-sexual crime is less likely to produce PTSD than rape. (ABL)

ED 310 376 CS 009 783

Bercik, Janet T.
Charting the Course.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Student Attitudes; *Teacher Attitudes; Teacher Background; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Teaching Experience

Teachers touching students' lives do make a difference. How they do it, what they do, and when they do it can change lives and effect change. Teachers were providing experiences, encouraging reading in a broad range of areas, and creating a feeling of importance for each child long before it became the "in" thing to do. Teachers have stressed critical thinking, opened doors to literature and poetry in unique ways, and challenged each student. They have also taught children to question and to appreciate questioning as a valuable tool in learning. The impressions these individuals make are not fully realized by students until later in life. Several teachers in particular, a reading teacher and a music teacher from elementary school and two high school teachers, serve to illustrate that "lessons" are implemented by providing knowledge that will not be forgotten. (MG)

ED 310 391 CS 212 019

Sanders, Luther W.; And Others
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Journalism; Mass Media Role; Media Research; National Surveys; *Newspapers; *News Reporting; *Presidential Campaigns (United States); *Public Opinion
IDENTIFIERS- Arkansas Gazette; Atlanta Constitution; Chicago Tribune IL; Chi Square Test; Los Angeles Times; *Opinion Polls; Political Communication; USA Today; Washington Post

A study analyzed the quality of reporting of public opinion polls in six selected newspapers during the final 65 days of the 1988 presidential campaign. The eight disclosure standards used were based upon the latest version of the American Association for Public Opinion Research (AAPOR) code of Professional Ethics and Practices. The newspapers selected for this study were: the Arkansas Gazette, The Atlanta Constitution, Chicago Tribune, Los Angeles Times, USA Today and The Washington Post. A total of 156 reports on polls were discovered in the 6 newspapers. The numbers ranged from a high of 48 poll reports in USA Today to only 9 in the Chicago Tribune. The newspapers reported sponsor (81%), sample size (57%), and population sampled (54%) more often than other disclosure standards. Timing was reported in 45% of the items, and method of contacting respondents was reported in 29%. The lowest disclosure rates were for sampling error (10%), response rate (6%) and wording (4%). Seldom did a report on a poll appear on an opinion page: 97% appeared on news pages; 31% appeared on page one. The 156 items concerning polls that were discovered in the newspapers' 372 issues over the 65-day period provide an overall average of a poll report in 42% of the issues. Findings suggest that news judgment should go beyond determining interest and importance; it should also include a determination of the legitimacy of the information. (Twenty-nine endnotes and eight tables of data are included.) (MG)

ED 310 405 CS 212 054

Sandel, Lenore
"The Student's Right to Write" and "Composition Opinionnaire to the Student's Right To Write": A Comparison of Responses across Decades.
PUB DATE- 89
NOTE- 43p.; For the two documents discussed, see ED 068 938 and ED 091 729.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; Elementary Secondary Education; English; Teacher Attitudes; *Teachers; Teaching Methods; Writing (Composition); Writing Evaluation; Writing Instruction; *Writing Research
IDENTIFIERS- *English Teachers; National Council of Teachers of English

A comparison of responses, gathered in 1970 and 1987, to the "Composition Opinionnaire" which was prepared by the Commission on Composition of the National Council of Teachers of English to meet the critical needs of schools in 1970, was designed to determine any change or lack of change in teachers' values concerning the described facets of composition: Creativity, Motivation, Rhetoric, Usage, Evaluation/Grading. The document, "The Student's Right to Write" a series of individual essays, prepared by the Commission, was used as the basis for determining the positive and negative effects of the items to be judged by the respondents. Through statistical analyses of comparison and correlations, change is revealed in teacher preparation and teacher valuing of creativity and motivation, and awareness of individual student needs. The importance of the use of the "Opinionnaire" is to focus on the teacher as a learner as well as practitioner. (Nine tables and eleven figures of data are included.) (Author/KEH)

ED 310 452 CS 506 773

Slater, Michael D.
Messages as Experimental Stimuli: Design, Analysis, and Inference.
PUB DATE- Aug 89

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Data Interpretation; Higher Education; Literature Reviews; *Research Design; *Research Methodology; Research Problems
IDENTIFIERS- *Message Stimuli

The use of messages as experimental stimuli brings with it problems regarding the interpretability and generalizability of findings. Some psychologists and communication researchers have argued that message stimuli must be treated as random effects. A review of the literature examined data regarding experimental designs used in recent experimentation in the communication field, and appraised alternative uses of message stimuli with respect to interpretability and generalizability. Also studied were researchers' assumptions implicit in the use of random or fixed effect models, as well as the appropriateness of each approach in certain contexts. Findings suggest the treatment of messages as random effects when a variable has been operationalized by selecting several messages representative of values on that variable, but not when the variable has been operationalized by manipulating the message or messages themselves. (Two tables of data are included, and 16 references are attached.) (SR)

ED 310 512 EA 021 232

Cline, Daniel H.

Calculating the Financial Impact of Population Growth on Education.

PUB DATE- Oct 85

NOTE- 14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson Hole, WY, October 10-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Cost Effectiveness; *Cost Estimates; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Enrollment Projections; *Population Growth; Public Schools; School Demography

IDENTIFIERS- *Nevada (Round Mountain); *Nye County School District NV

It is particularly difficult to make accurate enrollment projections for areas that are experiencing a rapid expansion in their population. The traditional method of calculating cohort survival ratios must be modified and supplemented with additional information to ensure accuracy; cost projection methods require detailed analyses of current costs to establish standards for computing future costs in relation to expected growth. Based on calculations from the gold ore boom town of Round Mountain, Nevada, this paper presents a framework for estimating the added costs associated with population growth for the local public school system. Formulas for figuring growth impact on education and cost of construction are attached. (KM)

ED 310 542   EA 021 271

Lynch, Kathleen Kelley
Grounding Research in Experience: A Case Study of Women Administrators.

PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Administrator Selection; *Career Development; *Educational Administration; Elementary Secondary Education; *Females; *Occupational Aspiration; *Sex Role
IDENTIFIERS- *Women Administrators

Data, accumulated over a 10-year period, support the development of a hypothesis about women's advancement in school administration. The hypothesis suggests that three critical factors affect women's advancement in educational administration: structural barriers, role compatibility, and organizational fit. Three primary data sources were utilized: (1) the researcher's personal experience; (2) the experiences of other women (21 women administrators at various levels of administration in 20 different school systems); and (3) literature related to educational administration and women's advancement within it. The hypothesis developed maintains that women can develop career strategy skills that can be used to maximize their career advancement. The awareness of critical factors can assist a female aspirant in analyzing her current situation and in deciding what career action she can take in pursuit of her goals. (21 references) (SI)

ED 310 586 EC 220 790

Frye-Osier, John; And Others

The 1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Children with Physical Needs.

PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- Bureau for Children with Physical Needs, Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Tests; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; Preschool Education; Program Evaluation; Program Improvement; Referral; School Districts; *Screening Tests
IDENTIFIERS- *Wisconsin

A survey was conducted of the hearing screening practices of 415 (out of a possible 422) Wisconsin school districts operating prekindergarten through grade 12 schools. The tabulated data for each question on the survey are presented in this report along with a discussion of issues and suggestions for improving the hearing screening programs in Wisconsin schools. Questions concerned: the grade levels and categories of students which receive an annual hearing screening, staff position which coordinates the hearing screening, staff position which performs the hearing screening, supervision of the program by an audiologist, screening equipment used, pass/fail criteria used, follow-up threshold tests provided to those who do not pass the initial screening, tympanometry pass/fail criteria, staff position performing the follow-up testing, audiometric follow-up to children referred for medical/audiological assessment, approximate number of children with exceptional education needs (EEN) screened for hearing loss annually, and percent of EEN children found to be untestable. Major concerns revealed by the survey focus on the large numbers of the preschool population and children with EEN who are not screened for hearing loss, failure of some school districts to follow established guidelines, and failure to monitor children's hearing levels after medical referral and treatment. (JDD)

ED 310 230 CE 052 908

Blum, Abraham; Azencot, Moshe
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
Israel Association for International Cooperation, Jerusalem.
SPONS. AGENCY- Israel Ministry of Foreign Affairs, Jerusalem.
PUB DATE- Aug 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agriculture; Animal Husbandry; *Dairy Farmers; Developing Nations; Exchange Programs; Extension Education; Foreign Countries; Foreign Students; *International Educational Exchange; Postsecondary Education; *Program Effectiveness; *Program Improvement; Study Abroad; Technical Assistance
IDENTIFIERS- *Israel

An evaluation was made of the international cooperative training programs for developing countries that have been in place in Israel for about 30 years. Of special interest were the dairy courses for English- and Spanish-speaking students. Methods used in the research included study of the course records, interviews with all people involved in the organization of the courses and participants in the 1985 dairy courses, observation, and development and testing of new evaluation instruments. The overall feedback from participants was highly positive. Participants valued the dedication of the instructors and the knowledge gained. Some of the areas in which changes or improvements seemed to be needed included the following: (1) defining clear, functional behavioral objectives for the courses; (2) inclusion of extension topics in the prospectus for the Spanish-speaking courses; (3) keeping better records; (4) requiring better knowledge of English for the English-speaking courses and/or grouping students more homogeneously; (5) leaving more time for discussion after lectures; (6) reserving more time for practical experiences; (7) making lecture notes and more written material available; (8) providing information on how to adapt Israeli techniques to developing countries; and (9) strengthening course evaluation methods through staff training in evaluation procedures. Appendixes contain the questionnaires. (KC)

ED 310 317 CG 021 893

Cherulnik, Paul D.
Physical Attractiveness and Judged Suitability for Leadership.
PUB DATE- May 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Higher Education; *Leadership Qualities; *Physical Attractiveness; *Social Attitudes; Social Desirability; Social Status; Student Government; Student Leadership; Videotape Recordings

This study examined the influence of appearance on leadership processes by examining the effect of attractiveness on the actual performance of a leadership task. College students (N=62) performed a simulation task in which they played the role of a candidate for student government president. All the students were videotaped, giving a prepared speech of approximately 30 seconds (followed by enough blank tape to fill out a minute) to create a campaign commercial to be shown across the campus. Three groups of 20 students each were created by discarding two of the subjects at random with each group having the part of the videotape appropriate to that group. These three 20-minute videotapes were presented without sound to groups of the original subjects for judgment of each subject's performance and to a group of experimenters for judgments of each subject's appearance. Comparative analysis of ratings revealed a significant positive correlation between appearance and performance ratings. References are included. (TE)

ED 310 361 CS 009 765

Ryder, Randall J.; And Others
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-234-7
PUB DATE- 89
NOTE- 98p.; Supersedes ED 170 721.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 234; $6.00 member, $8.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audience Awareness; Elementary Secondary Education; *High Interest Low Vocabulary Books; Readability; *Reading Instruction; *Reading Interests; *Reading Materials; *Reading Material Selection; Supplementary Reading Materials

Intended for classroom teachers and reading specialists, this monograph features high-interest, easy-to-read materials for readers who experience difficulty with text. The monograph, a revised and updated edition of a 1979 publication, includes an overview and a bibliography that contains reviews of 44 book series and 15 periodicals. The entries contain bibliographic information, a description, information on supplementary materials for teachers, and evaluation. Provided at the end of the volume are a Content Index (books only), an Ethnicity and Literary Form Index (books only), a Reading and Interest Level Index, a Key to Print Size, and a list of Publishers and Addresses. (MS)

ED 310 600 EC 221 006

Steinmiller, Georgine; Bell, David

P.L. 99-457 and Teacher Education: Are We Ready?

PUB DATE- Feb 89
NOTE- 9p.; Paper presented at the Conference of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; Compliance (Legal); *Disabilities; *Early Childhood Education; Educational Legislation; Educational Needs; Infants; Postsecondary Education; Special Education Teachers; State Standards; *Teacher Education
IDENTIFIERS- Arkansas; Education of the Handicapped Act Amendments 1986; *Teacher Competencies

This paper addresses the implications of Public Law 99-457, (the Education of the Handicapped Act Amendments of 1986, which mandates that by 1990-91 all children that qualify for special education should have access to services from birth onward), with particular attention to the training needs of personnel serving handicapped children ages 0-5. Some issues associated with providing training for this personnel group include: (1) determining who is responsible for the training programs, which are not currently the domain of any one professional group; (2) revision of the curriculum to provide the extended amount of experience and course work necessary; (3) provision of quality training; (4) consideration of job mobility and the hiring problems of personnel trained under these programs; and (5) identification of needed competencies. The State Education Department of Arkansas has drafted suggestions of competencies needed by personnel working with preschool handicapped populations. The paper presents a set of competencies based on the Arkansas suggestions, guidelines of the National Association for the Education of Young Children, and suggestions of the Council for Exceptional Children's Division of Early Childhood. Detailed competencies are outlined for the areas of multidisciplinary approach, assessment, programming, professional practice, issues and ethics, theories and history, and field experiences. (DB)

ED 310 614 EC 221 024

Grevenow, Barbara
Right Brain Teaching Techniques with Elementary Learning Disabled Children.
PUB DATE- Dec 88
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Brain Hemisphere Functions; *Classroom Techniques; Elementary Education; *Instructional Effectiveness; *Learning Disabilities; Learning Processes; Mathematics Instruction; Reading Instruction; *Remedial Instruction; Spelling Instruction; *Teaching Methods

The study presents teaching techniques for use with elementary learning disabled students which utilize right brain simultaneous (as opposed to sequential or left brain) learning processes. It also describes a 15-week classroom project utilizing selected techniques with 11 learning disabled children in grades 2 through 6. The literature review and the suggested techniques are both grouped into five categories: (1) visual displays, manipulatives, and movement; (2) mnemonics, metaphors, and analogies; (3) color, music, and rhythm; (4) relaxation, superlearning and suggestology; and (5) imagery, visualization, and fantasy. Within each category techniques are provided for reading/spelling, math, and general activities. Project results were analyzed in terms of behaviors (including grades and achievement test results), feelings (toward school in general, learning, and the new techniques), and teacher involvement. It was concluded that the techniques definitely improved the academic growth, attitudes, and classroom behaviors of the children. Academic achievement was demonstrated by comparison of pre- and post-achievement test scores. There was a 90% reduction in negative behaviors and a 60% increase in positive behaviors. There was a 45% decrease in the number of children who felt frustrated in their attempts to learn. (DB)

ED 310 628 FL 018 134

Palmberg, Rolf
Five Experiments on EFL Vocabulary Learning: A Project Report.
PUB DATE- 88
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (22nd, Edinburgh, Scotland, April 11-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Vocabulary; Computer Assisted Instruction; Elementary Education; *English (Second Language); Foreign Countries; Inferences; Instructional Effectiveness; *Instructional Materials; Language Research; Listening Comprehension; *Media Selection; Reading Comprehension; Second Language Learning; *Vocabulary Development
IDENTIFIERS- Cognates; Finland; *Swedish Speaking

Five experiments were carried out to gain insight into foreign language learning as it takes place in the classroom environment, and to create optimal learning conditions for beginning Swedish-speaking learners of English as a Foreign Language. The experiments examined receptive and productive comprehension of English vocabulary in Swedish-speaking students between the ages of 10 and 12. The students either had no formal English language instruction or had had less than one year of English instruction in school. The first experiment tested the uninstructed students' ability to identify aurally common English words and expressions, and the second experiment investigated the English-instructed students' ability to understand passages from fairy tales. The third experiment tested the uninstructed students' ability to make lexical inferences from a text in which Swedish-English cognates were maximized and "false friends" excluded. Experiment four required the English-instructed students to write as many words as possible beginning with a particular letter, with the language unspecified. The fifth experiment studied the effect on vocabulary learning of playing a computer game with English vocabulary, in which new vocabulary was defined on-screen. Analysis of the five studies' results suggests that Swedish-speaking students have an English vocabulary of varying size when they begin English language study in school, and that the quality of the vocabulary depends on the type of input available to each learner, with input on topics of interest learned more readily. Implications for instructional materials are considered. (MSE)

ED 310 288 CE 053 139

Reuys, Stephen
Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
Adult Literacy Resource Inst., Boston, MA.; Massachusetts Univ., Boston.
SPONS. AGENCY- Boston Mayor's Office of Jobs and Community Services, MA.
PUB DATE- Jan 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Counseling;

Credentials; English (Second Language); *Inservice Teacher Education; Mathematics; *Needs Assessment; Program Administration; Reading; *Staff Development; Teacher Improvement; Writing (Composition)

A staff development needs assessment survey was conducted by the Adult Literacy Resource Institute, in cooperation with other Boston-area programs providing basic education services for adults, to gather information on what users and potential users of the institute wanted in the areas of inservice teacher education, training, and staff development activities for the coming years. Questionnaires were sent individually to 89 staff people of programs within the Boston Adult Literacy Initiative, and to people at 67 other programs (with an unknown number of total staff) doing basic education for adults. These recipients, in turn, were asked to distribute copies of the questionnaire to the staff at their programs. A total of 189 questionnaires were returned, 30 percent from initiative program questionnaires were returned, 30 percent from initiative program staff and 70 percent from other program staff. The rank order of categories of topic areas for inservice training chosen by the respondents were: (1) general basic education for adults (47%); (2) program administration (44%); (3) counseling (36%); (4) teaching English as a Second Language (33%); (5) teaching reading (32%); (6) teaching writing (31%); (7) teaching in a credential program (20%); (8) teaching math (16%); and (9) others (6%). (NLL)

ED 310 332 CG 021 908

Boyer, Michele; Horne, Arthur

Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.

Indiana Commission on Vocational and Technical Education.; Indiana State Univ., Terre Haute. Dept. of Counseling.

PUB DATE- Jul 89

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; *Career Guidance; Change Agents; Elementary Secondary Education; *Equal Education; *Parent School Relationship; *School Community Relationship; School Counseling; *School Counselors

Developing an active, collaborative relationship between schools and parents, with a goal of enhancing the career equity guidance of young adolescents, is a difficult task. The school counselor, by training and school position, is often the individual change agent who spearheads the development of innovative programs designed to involve and educate teachers and parents in the career development and decision-making processes of their children. Effecting change in school settings can be a tedious, time-consuming and lonely procedure. Counselors must clearly articulate their programs to administrators, teachers, children, and more importantly, to parents. This document describes several ways in which counselors may work with parents and other community adults to create a better involvement between the school and the community. These include: (1) identifying a problem; (2) the family and career development; (3) a longitudinal approach; (4) involving teachers; (5) involving the family; (6) reaching out; and (7) counselor-parent activities (career notebook night, parent groups, parent-training groups, career seminars, and parent support/discussion groups). (ABL)

ED 310 421 CS 212 074

Gmuca, Jacqueline L.
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Literature; Cognitive Processes; *Critical Thinking; Elementary Education; *Evaluative Thinking; *Inferences; *Literary Criticism; *Reading Comprehension; Reading Writing Relationship; Writing (Composition)
IDENTIFIERS- *Free Writing; *Thinking Skills

The process of introducing students to alternative approaches and giving them the opportunity to debate their views about a work in order to develop critical thinking skills can start in the elementary school grades. George Hillocks' seven-level hierarchy represents an appropriate scheme by which teachers can sequentially move students to higher levels of critical thinking skills. The focus in this hierarchy is on two levels of comprehension: the literal and inferential, each with sub-levels. To illustrate this progression, works by Eloise Greenfield, an award-winning black author who has written a range of books for children, can be studied in the early grades. With the guidance of an experienced reader--the teacher--and a combination of freewriting at critical moments in the reading process followed by class discussion, the elementary school child can be given the foundation for more complex ways of viewing literature. In later grades, the student will be able to move through Hillocks' final three levels, noticing the patterns of imagery or of parallel characters, determining the work's overall meaning, and relating the structure of the text to other elements of the work. (Twelve references are attached.) (KEH)

ED 310 437 CS 506 714

Wyatt, Robert O.
Activating, Measuring and Manipulating Interest in an Artistic Event: An Initial Interest Modification Model.
PUB DATE- Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Films; Higher Education; Interest Research; Mass Media Effects; *Models; Undergraduate Students

IDENTIFIERS- *Film Reviews; Journalism Research; Reviewers; Solomon Four Group Design

To understand better how reviewing and other forms of evaluative journalism influence audiences and to test a proposed model, a series of experiments on 410 undergraduates assessed how initial film-viewing interest level (low, medium, high) and review direction (negative, mixed, positive) affected interest in film attendance. First, an extended Solomon design demonstrated that a pretest using short verbal descriptions of films had no significant effect on post-review interest. Repeated pretests showed that the procedure was highly reliable. Low, moderate, and high interest films were then selected to determine whether the effects of reviews were uniform for films of different interest levels and to ascertain what percentage of post-treatment interest was due to initial pretest interest and to review direction. Review effects proved generally uniform across interest levels. Pretest interest and review direction combined accounted for 51% of the variance, but pretest interest alone accounted for 37%. Results suggest that an Initial Interest Modification Model of review effects is robust. (Two figures and three tables of data are included; 16 references are attached.) (SR)

ED 310 453 CS 506 774

Starr, Michael; Atkin, David

The Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.

PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Industry; Federal Government; *Federal Regulation; *Governmental Structure; Government Role; Mass Media Role; Models; *Public Policy; Technological Advancement; *Telecommunications
IDENTIFIERS- *Federal Communications Commission; Media Government Relationship; Public Interest

This paper, maintaining that few areas of federal oversight have been as inconsistently addressed as that involving the regulation of broadcast and wire communication, presents and evaluates a proposal to abolish the Federal Communications Commission (FCC) and National Telecommunications and Information Administration in favor of a cabinet-level Department of Communications. After a section giving background information and reviewing salient shortcomings in the FCC regulation of the telecommunication press, the following section outlines an alternative regulatory model (a Department of Communications), discussing evaluative criteria, steps toward implementation, and the benefits of such a department. The next section then discusses likely reactions to such a proposal from the courts, citizens' groups, the FCC, Congress, the White House, and the broadcasting industry, concluding in the final section that a coalition of Congress, selected industry groups, the courts, and citizens' groups could effect the implementation of a Cabinet-level department, prevailing over the FCC's opposition. Thirty-eight references conclude the paper. (SR)

ED 310 483 EA 020 377

Hanson, E. Mark
Administrative Reform and the Egyptian Ministry of Education.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries; *Leadership Responsibility
IDENTIFIERS- *Egypt

The difference between developed and less developed countries chiefly resides in the effectiveness of their administrative systems. This study attempts to identify and analyze the organizational constraints acting upon and within the Egyptian Ministry of Education that deter its capacity for administrative reform. Critical management processes are examined, such as policy formation, promotion procedures, planning, resource distribution, and local level decision-making. Field visits to several regional school systems and interviews with most of the senior ministry officials were carried out by a team of Egyptian and American researchers. The research is significant for providing close examination of a system closed to most Western researchers. Although the Egyptian educational system is highly bureaucratic, it operates with an acceptable level of efficiency. The great challenge for change should come principally through a strategic planning process examining the present and future needs of the nation and establishing new, realistic directions. There is ideally such a strategic and policy formation body in Egypt. However, a ministry of education sheltered from external pressures for change, with its ranks filled by a seniority system and senior leaders close to retirement, operating thorough routinized procedures, and drastically underfinanced, has little incentive or means to effect significant reform. Included are 66 endnotes. (Author/MLH)

ED 310 498 EA 021 176

Ginn, Linda W.

A Quick Look at the Past, Present, and Future of Women in Public School Administration.

PUB DATE- Jul 89
NOTE- 19p.; Keynote address at the Conference on Women in Educational Administration of the North Carolina Department of Public Instruction (Greensboro, NC, July 12-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Administrators; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Program Descriptions; *Public Schools; Sex Bias; *Sex Discrimination; Women Faculty
IDENTIFIERS- *North Carolina; *Women Administrators

The lack of female representation in administration is a hindering factor for the nation as it attempts to achieve excellence in schools. The current inequality is a product of historical and societal patterns in the field of education that have determined the constraints women have faced and continue to face when entering school administration. To assist women in combating these barriers, 11 programs were developed in the 1970s. The common objectives of these programs are to: (1) increase the population of women administrators; (2) heighten awareness among school boards and superintendents; (3) develop women-oriented graduate training models; (4) help locate jobs for participants; and (5) enlighten prospective female administrators in organizational behavior, sex roles and socialization, and personal leadership roles and styles. Administrative training and administrators' roles must be evaluated and updated to ensure continuous growth for a future where both men and women are perceived as capable of functioning as educational leaders; where female administrators are visible and accessible to other women; and where women learn to be the inspiration for changes in their own lives. (KM)

ED 310 513 EA 021 233

Noblit, George W.; And Others
The Politics of Planning: Political Clientelism in Educational Innovation.
PUB DATE- Apr 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Educational Innovation; *Policy Formation; Political Power; Political Socialization; *Politics of Education; *Power Structure; Secondary Education; *Social Networks;

Teacher Administrator Relationship
IDENTIFIERS- *North Carolina

In the absence of a planning strategy, politics and expediency will take over an educational innovation and lead it astray. Formal planning is in many ways a controlling device, but it is also a potential enabling device through which participants can affect their futures. One academic year was spent studying three suburban or rural schools' political clientelism among the professional structures both on the school level and on the centralized planning level of the district; two of the schools were junior highs, and the third was a high school. Forty percent of the teachers, the principals, and other administrators were interviewed. The order observed in the schools' planning was as much a product of the political structure within the school--the irrational--as it was a product of the rational structure; the compelling local interest in the schools was a defense of the status quo in terms of the principal's authority and the existing planning structure. In conclusion, it possibly is better not to conceive of planning as a rational process, but as a contention around which interests are expressed and alliances are formed. (10 references and 2 tables) (KM)

ED 310 528 EA 021 249

Roberts, Jo
Cultural Orientations of First-Time High School Principals during Selection and Entry.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; *Administrative Principles; *Administrator Effectiveness; *Cultural Awareness; High Schools; *Leadership Qualities; Leadership Styles; *Principals; Supervisory Methods
IDENTIFIERS- *Beginning Principals; Center for Educational Leadership

The power of effective schools lies not in their specific characteristics, but in their individual culture formation; a shared understanding of what ought to be symbolized by the behavior of all people involved in the school is part of that culture. The school cultural orientations of seven male and five female first-time principals (10 white and 2 black), representing five states, are presented in this paper. Over the course of 1 year, principals were both interviewed by telephone biweekly and observed on three occasions for two consecutive days. After an examination of initial data, follow-up interviews were conducted focusing on: (1) the cultural linkages recognized, exhibited, and manipulated by the beginning principals; (2) the systems coupling patterns of these principals; and (3) the leadership values the principals espoused and displayed. A final analysis of data revealed that the subjects were weak in building internal cultural linkages to improve instruction; exhibited tightly coupled patterns regarding most systems; and felt that they were providing cultural leadership by actions they inaccurately defined as purposing, empowering, and converting. Implications for future research and for principal preparation programs are briefly addressed. (KM)

ED 310 572 EC 220 776

Allen, Marion

Adjustment of Adults to a Visual Impairment: Preliminary Findings.

PUB DATE- 88
NOTE- 8p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Blindness; *Coping; *Emotional Adjustment

A longitudinal study over a period of 12 months was conducted to assess the process of adjustment of adults to blindness and the factors that influence that adjustment. The visual impairment of the seven subjects took place from 5 days to 8 months prior to the study. Methods of data collection included observations in natural settings, ethnographic interviewing techniques, and two quantitative measures of social support and acceptance of disability: Linkowski's Acceptance of Disability Scale and Norbeck's Social Support Questionnaire. Three phases of the adjustment process were identified: pre-impact, impact, and learning to live with the impairment. Factors that influence adjustment were classified into: situations that informants find difficult, factors that help in adjusting, factors that do not help in adjusting, and coping strategies. (Author/DB)

ED 310 245 CE 053 046

Kinneavy, Tom
The Outreach College. Design and Implementation.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-133-0
PUB DATE- 89
NOTE- 126p.; Document contains colored type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; *Community Education; *Community Involvement; *Dislocated Workers; Foreign Countries; *Outreach Programs; *School Community Programs
IDENTIFIERS- *Great Britain

This document describes a project conducted by Britain's Further Education Unit, at Cleveland Technical College in Redcar, England, to deliver adult education for the unemployed in local community facilities. The report is intended to help college administrators who are interested in delivering college programs for adults on an outreach basis. The document consists of seven chapters, a nine-item bibliography, the names of those who steered the activity, and five appendices. The document reports the background of the project; changes undertaken to develop a more community-based perspective; and the methodology of a qualitative and quantitative needs assessment conducted among traditional nonparticipants in adult education. An outline of a model community-based local learning center for outreach is included. Design elements are evaluated in relation to the delivery of four outreach modules pilot tested. A framework for staff development is offered. The nature of the relationship between the college and the community is examined, with a community-led as opposed to provider-led view of outreach recommended. The appendices contain a copy of the needs assessment survey questionnaire, course evaluation instruments, post-course interview schedules for students and department heads, an interview with a student who had severe learning disabilities, and recommendations regarding further education for adults with severe learning disabilities. (CML)

ED 310 273 CE 053 092

Home Economics I. Teacher Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
NOTE- 1,273p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. HE1001--$29.00).
LANGUAGE- English
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Development; Clothing Instruction; Consumer Education; Family Life; Family Life Education; Foods Instruction; *Home Economics; Home Economics Skills; Home Furnishings; Housing; Interpersonal Relationship; Learning Activities; Nutrition; *Occupational Home Economics; Parenthood Education; Secondary Education; State Curriculum Guides; Student Organizations; Teaching Methods; Test Items; Textiles Instruction; Transparencies; Units of Study
IDENTIFIERS- Future Homemakers of America; *Oklahoma

This teacher's guide to Home Economics I is designed to provide a basic core of instruction in vocational home economics. It provides teachers with minimum program standards, enables unified program standards, and provides a means of accountability for students and teachers in Oklahoma. The concepts in the guide, organized in eight sections, have been designed to facilitate basic knowledge and skills in career development, child development, clothing and textiles, consumer education, food and nutrition, housing and home furnishings, and personal and family relationships. Attention is also given to student knowledge of, and participation in, the vocational and home economics youth organization, Future Homemakers of America. Each of the 29 units of the guide includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, supplements, transparency masters, pretests, activity sheets, job sheets, practical tests, written tests and answers to pretests, assignment sheets, and written tests. Units are planned for more than one lesson or class period of instruction. (KC)

ED 310 302 CG 021 878

Lovell, Nikki; Hachmeister, Paula

Peer Leadership Manual.

Weber County Dept. of Alcohol and Substance Abuse, Ogden, UT.
PUB DATE- 89
NOTE- 81p.; For related document, see CG 021 877.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drug Abuse; Group Dynamics; Individual Development; Intervention; *Parent Child Relationship; *Peer Counseling; *Prevention

This is a manual for peer counselors and parents in an alcohol and drug abuse prevention program for teenagers. The document opens with the training objectives for the peer helpers: to know yourself, to be a resource, and to promote and establish a drug-free peer group and drug-free activities in school. Discussion on these topics is provided: (1) understanding yourself and your role as a peer helper; (2) avoiding stress; (3) knowing the criminal laws about alcohol and drugs; (4) a quiz about driving under the influence; (5) drug classification; (6) perceptions and attitudes of high risk versus "capable" teenagers; (7) reasons for use and abuse of alcohol and drugs; (8) advice on raising successful children; (9) drug use in one's child; (9) effective group skills; (10) brainstorming; (11) resistance to persuasion skills; (12) using techniques of feedback for personal growth; (13) personal thoughts about changing; (14) adolescent suicide; (15) questions indicating possible symptoms of alcoholism arranged in order of increasing dependence; (15) adaptations of materials from the New Games Foundation which are based on participation and not spectatorship; and (16) mini action plan forms. (ABL)

ED 310 347 CS 009 330

Hollister, Judy A.
The Michigan Opportunity Card.
PUB DATE- 15 Apr 88

NOTE- 15p.; Speech presented at the National Conference on State Literacy Initiatives (April 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; Adults; Job Training; *Lifelong Learning; Postsecondary Education; State Action; *State Government; *State Programs
IDENTIFIERS- Michigan; *Michigan Opportunity Card

The work force in the state of Michigan is currently below the projected educational levels for new jobs, since more than half the new jobs that will be created between now and the year 2000 will require some postsecondary education. The biggest single problem that exists for Michiganians attempting to upgrade their skills is that there are so many programs available--all with different intake procedures, standards, and purposes. A strategy for improving Michigan's skill-building system was developed as a result of an adult literacy task force study. This skill-building system is called the Michigan Human Investment System and is comprised of two key components: the Michigan Opportunity Card, and the Michigan Human Investment Fund. The Michigan Opportunity Card resembles a bank card and offers access to the 70 separate adult training and educational programs for all adults in Michigan. The card has a computer chip embedded in it which encodes information about the cardholder of interest to the various job training, educational assessment and referral and placement agencies and programs in Michigan. The card is designed to provide both easy access by the user and a method for the state to track a user's progress in the system. The Human Investment Fund provides the infrastructure to assure that the card operates smoothly and transparently for the user, as well as assuring fiscal accountability. (RS)

ED 310 377 CS 009 784

Newman, Anabel P.
Adult Basic Education: Reading.
REPORT NO.- ISBN-0-205-06954-1
PUB DATE- 80
NOTE- 235p.
AVAILABLE FROM- Allyn and Bacon, Inc., Order Department, 200 Old Tappan Rd., Old Tappan, NJ 07675 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Cognitive Style; *Literacy Education; *Reading Diagnosis; *Reading Instruction; Reading Skills; Teaching Methods
IDENTIFIERS- Student Centered Assessment

This book is designed to provide practical suggestions and teaching approaches for both administrators and instructors involved in teaching reading to adults. The book contains the following chapters: (1) "Overview"; (2) "Diagnosing Learner Characteristics"; (3) "Goals and Objectives"; (4) "Planning Assessment"; (5) "Planning Strategies"; (6) "Organization"; (7) "Planning Resources"; (8) "Integrating Learning"; (9) "Implementation"; and (10) "Evaluation of Student/Instructor Progress." An extensive bibliography and sample diagnostic materials are appended. (MS)

ED 310 392 CS 212 021

Drechsel, Robert E.
Some Second Thoughts about "Hustler v. Falwell."
PUB DATE- 12 Aug 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Freedom of Speech; Journalism History; Language Role; *Mass Media; Parody
IDENTIFIERS- Distress; Falwell (Jerry); *Falwell v Flynt; *First Amendment; Libel; Supreme Court

In 1984, a jury awarded $200,000 to the Rev. Jerry Falwell for emotional distress intentionally inflicted by a parody depicting Falwell as a drunkard who had incestuous relations with his mother in an outhouse. In 1988, in "Hustler v. Falwell," the U.S. Supreme Court struck down the verdict on First Amendment grounds. Although the "Hustler" decision has been widely hailed as a major victory for freedom of expression, this view needs qualification, and subsequent cases in the lower courts support such qualification. A critical examination of the Supreme Court's decision suggests that the decision confuses the concepts of falsity, believability, and opinion. Analysis reveals the Court's opinion to be far from clear. The Court addresses neither the question of how much protection the First Amendment grants to opinion, nor the question of what constitutes opinion, nor the more general problem of plaintiffs' use of alternate theories of liability to avoid First Amendment obstacles to claims for libel. One result is that "Hustler v. Falwell" may not effectively discourage attempts to use intentional infliction of emotional distress as an end-run around difficult constitutional defenses to libel and invasion of privacy. (Sixty-three notes are included.) (MS)

ED 310 468 CS 506 805

Halay, Kathryn; Roberts, Charles V.
The "Watson-Barker Listening Test" for High School Students.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the International Listening Association (10th, Atlanta, GA, March 1-4, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; *Aural Learning; High Schools; *High School Students; *Listening; Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Sex Differences
IDENTIFIERS- Test Adaptations; *Watson Barker Listening Test

The high school version of the Watson-Barker Listening Test was developed in response to the need for a listening test appropriate for high school students. The test was comprised of conversations that would normally occur in either the high school setting or in the home and was developed in two different versions. The test consists of five sections each of which has ten questions, based on two or more stimuli. The sample included 397 high school students from around the country (218 females and 179 males) aged 13-18, who were asked to complete one or both forms of the test. Males scored consistently lower than females on all parts of each form of the test, a difference in keeping with previously reported gender differences. The standard deviations on all parts, and the total scores, were lower than those reported for the adult video version of the Watson-Barker Listening Test. Although there was great variability among the testing sites, tremendous differences among the subjects, differences in motivation in subjects, and less than rigorous application of standard empirical control during much of the testing, the alternative forms of the test still were found to be significantly correlated, with each form capable of predicting a significant amount of the variation in the alternative form. (Four tables of data are included.) (MG)

ED 310 543 EA 021 273

Haas, Debra Suzanne
Financing Public School Facilities under the Maximum Class Size Requirements in Texas.

PUB DATE- May 87
NOTE- 154p.; Master of Public Affairs degree report, University of Texas at Austin.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Crowding; *Educational Economics;

*Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; Equal Education; *Facility Planning; Public Schools; *Space Utilization; *State Legislation
IDENTIFIERS- *Texas

The inadequate financing of public school facilities under the maximum class size requirements in Texas public education raises issues of quality and equity. In six chapters, this thesis attempts to examine the costs of facilities needs and to evaluate the options available to state and to local school districts. Chapter 1 states the problem and the background of the problem, which includes but is not limited to teacher shortages, inadequate facilities, and insufficient funding to exact compliance with Texas' legislative requirements. Chapter 2 provides a recent history of school financing in Texas. It outlines the major changes that have occurred since the Gilmer-Aiken bills of the late 1940s through the reforms of House Bill 72 in 1984. Chapter 3 looks more closely at the effects of the provisions of the bill dealing with maximum class size. This chapter also examines some of the arguments advanced in the literature concerning the effects of reduced class size on student achievement. Chapter 4 examines current methods of financing school facilities in Texas and discusses the financial effects of reductions in class size for local school districts. Chapters 5 and 6 outline school facilities financing in other states and present options for Texas in dealing with the school facilities problems precipitated by the maximum class size requirement of House Bill 72. The conclusion is that the current law provides no flexibility for districts to design educationally sound options other than furnishing additional classrooms or to meet the requirement of lower pupil-teacher ratios in the early grades by means other than providing for additional classrooms. This conclusion raises serious questions about the law's effect on improving equity in educational opportunity and outcomes. (JAM)

ED 310 558 EC 211 887

Heller, Kurt A., Ed.; Feldhusen, John F., Ed.
Identifying and Nurturing the Gifted: An International Perspective.
REPORT NO.- ISBN-0-920887-11-2
PUB DATE- 86
NOTE- 184p.; Based on papers presented at a symposium (6th, World Conference on Gifted and Talented Children, Hamburg, West Germany, August 9, 1985).
AVAILABLE FROM- Hans Huber Publishers/Hogrefe International, Inc., P.O. Box 51, Lewiston, NY 14092 ($29.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Anorexia Nervosa; Classification; Counseling Services; Elementary Secondary Education; *Foreign Countries; *Gifted; *Identification; Labeling (of Persons); Models; *Talent
IDENTIFIERS- Hungary; Netherlands; West Germany

The volume consists of papers from the 1985 symposium "Identification of the Gifted" at the Sixth World Conference on Gifted and Talented Children in Hamburg (Federal Republic of Germany). Twelve chapters have the following titles and authors: (1) "Introduction" (J. F. Feldhusen and K. A. Heller); (2) "A Conception of Giftedness" (J. F. Feldhusen); (3) "The Identification of Gifted Children in Secondary Education and a Description of Their Situation in Holland" (F. J. Monks et al.); (4) Identification, Development and Analysis of Talented and Gifted Children in West Germany" (K. A. Heller and E. A. Hany); (5) "Identification of Highly Gifted Adolescents--Methods and Experiences" (G. Trost); (6) "Identification by Provision: Limited Field Test of a Radical Alternative for Identifying Gifted Students" (B. M. Shore and A. Tsiamis); (7) "The Identification and Labeling of Gifted Children. What Does Research Tell Us?" (A. Robinson); (8) "Taxonomical Approach to Qualitatively Differential Didactics for the Gifted in a Democracy" (H. G. Jellen and D. L. Gulley); (9) "Competition System for Gifted Children in Hungary" (A. Pek); (10) "Talent Education in the Hungarian School Environment" (Z. Bathory); (11) "The First Information and Counseling Center for the Gifted in West Germany" (B. Feger and T. Prado); (12) "Are Highly Gifted Children and Adolescents Especially Susceptible to Anorexia Nervosa" (M. Detzner and M. H. Schmidt). The Appendix includes a selected bibliography with emphasis on German literature. (JW)

ED 310 587 EC 220 791

Papineau, Andrew
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Exceptional Children.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 21p.
AVAILABLE FROM- Bureau for Exceptional Children, Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Modification; *Child Rearing; Contingency Management; *Deaf Blind; *Multiple Disabilities; Parent Child Relationship; Positive Reinforcement; Program Development
IDENTIFIERS- *Behavior Management

This guide describes methods to help parents and others reduce the unacceptable behaviors of children with multiple sensory impairments and replace those behaviors with acceptable ones. The guide recommends that the behavior change program begin with simple changes so that both the parents and the child gain experience in changing behavior. The guide is based on the principle that children act or behave to meet their needs and that behavior is not "good" or "bad" but rather "acceptable" or "unacceptable." Behaviors targeted for change must be objectively identified, antecedent events must be observed, and the level of the target behavior must be measured. A behavior change program can then be designed, involving positive reinforcement, prompting, shaping, and maintenance and generalization techniques. Unacceptable behaviors can be reduced by identifying the consequences that follow from the child's unacceptable behavior and eliminating them. Existing techniques for decreasing unacceptable behavior include extinction techniques, rewarding an incompatible (acceptable) behavior, time-out, overcorrection, and severe punishment (not recommended and addressed only because some parents do resort to it). (JDD)

ED 310 406 CS 212 056

McClain, Anita
Keep a Poem in Your Pocket.

PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Elementary Education; *English Instruction; *Poetry; Teaching Methods

This guide contains a short introduction on the value of teaching poetry in elementary school and some ideas on how it should be taught. The guide presents seven classroom activities to make poetry come alive. Seven figures illustrating the activities are included. (MS)

ED 310 231　　　　CE 052 915

Breckon, Donald J.

Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance.

PUB DATE- 18 Apr 89
NOTE- 5p.; Paper presented at the National University Continuing Education Association Conference (Salt Lake City, UT, April 18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; *College Programs; Continuing Education; Educational Needs; Higher Education; *Institutional Advancement; *Marketing; *Military Personnel; Military Training; *Program Development

Degree completion programs on military installations are large, effective programs, with substantial support. Education will never be more convenient or less expensive for students. Education is a product military personnel need and want. In a time of declining tuition assistance, it is up to colleges that deal with the military to market their programs to military officers and personnel, rather than just "offer" programs. All educators need to be positive about still-available tuition assistance, rather than negative about limitations and budget cuts. Colleges should promote degree completion programs as the opportunity of a lifetime. A good marketing and public relations plan should be drawn up. It should contain at least the following elements: (1) an identification and assessment of the publics that constitute target groups or market segments for the program; (2) an identification of the most effective "senders" and "channels" for each target group; (3) an identification of what specific messages are needed for each market segment; and (4) a marketing plan, or at least a calendar for a year-round public relations program. College personnel who do not have skills in marketing can hire professionals to do it, engage marketing professors and classes in the effort, or take marketing courses and learn to market their programs. (KC)

ED 310 259 CE 053 076

King, Christopher T.; Pittman, Laura L.
Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Oct 87
NOTE- 31p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Services; *Employment Services; *Evaluation Criteria; Evaluation Methods; Job Performance; Job Placement; *Job Training; *Labor Force Development; *Program Administration; Public Administration; Standards; Vocational Adjustment; Vocational Education; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Performance Management

This document is intended to promote understanding of performance standards in Job Training Partnership Act (JTPA) and Employment Service (ES) applications; to promote more appropriate use of performance standards in managing and overseeing job training and job placement programs at the state and local levels; and to foster the integration of the job training and job placement systems through performance management. Those purposes are outlined in the first section. The second section provides a history of the development of performance standards in the JTPA and ES systems and states some important principles underlying the approaches developed to support performance management in those systems. The third section outlines the mechanics of using performance standards. The next section is devoted to major criticisms of performance standards, involving both conceptual and technical issues. The document's narrative concludes by stating some directions for the future and calling for increased coordination between job training and job placement. Appendix A presents the key components of the JTPA performance standards system. Appendix B shows adjustment model factors for program years 1986 and 1987. Appendix C is a 12-item annotated bibliography. (CML)

ED 310 318 CG 021 894

Mueller, John H.; And Others

Trait Distinctiveness in the Ideal-Self Concept.

PUB DATE- 5 May 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Congruence (Psychology); Higher Education; Identification (Psychology); *Personality Traits; Self Concept; *Self Concept Measures; *Self Evaluation (Individuals)

College students (N=98) made self-reference judgments about the same 120 trait adjectives from two perspectives, once in terms of the "real" self and once in terms of the "ideal" self. Traits could then be separated into four categories of distinctiveness: those descriptive of both real and ideal self-concepts; those descriptive of real self only; those descriptive of ideal self only; and those in neither the real nor ideal self-concept. When the target was the real self, unique traits (real only or ideal only) took more time for self-descriptiveness decisions than less distinctive (both) traits, whereas this time lag did not appear when the target was the ideal self. It was also observed that ideal-self decisions were made more quickly than real-self decisions, regardless of trait distinctiveness. Traits judged to be descriptive of the real self (both or real only) were later recalled better than those not descriptive of real self (ideal only and neither), but there was no corresponding difference for those desired for the ideal self versus those undesired. References are included, and three data analysis figures are appended. (Author/TE)

ED 310 362 CS 009 766

Seda, Ileana
Assessment Format and Comprehension Performance.

PUB DATE- 89
NOTE- 36p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Evaluation Methods; Grade 3; Grade 6; *Multiple Choice Tests; Protocol Analysis; *Reader Response; *Reading Comprehension; Reading Research; *Reading Tests; Test Format; Urban Schools
IDENTIFIERS- Illinois; Illinois (Chicago); Text Factors

In response to the tradition of examining a new test's validity by comparing it with a well-established multiple-choice test, a study investigated whether multiple-choice tests with one right answer can measure the reading comprehension process as defined by constructivists. The study compared the information obtained from two different multiple-choice tests (one traditional with one good answer per question and one novel with multiple good answers per question) and from two free-response measures (retellings and semi-structured interviews). Subjects were 28 third graders and 25 sixth graders in Illinois--two schools were in the inner city of Chicago, one was suburban, and two were in central Illinois. Of particular interest were readers' text understandings and readers' rankings on the four measures. Qualitative results (from case studies) indicated that subjects' performance varied according to the assessments used. Results also pointed to discrepancies in the use of text characteristics and salient text information by subjects and by test questions. Different assessment formats, then, seem to tap different processes or different components of one process. The study raises questions about task demands, text characteristics, reader factors, and sources of responses in reading assessment. (One figure is included and 30 references are attached.) (SR)

ED 310 573 EC 220 777

McCarthy, Catherine; And Others

The Effects of Joint Activity Intervention on Children's Pragmatic Language Skills.

PUB DATE- 88
NOTE- 12p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Disabilities; *Interpersonal Competence; Intervention; Language Acquisition; *Language Skills; *Parent Child Relationship; *Play; *Social Development; Young Children
IDENTIFIERS- *Turntaking

The paper reports on an exploratory study of the turntaking and pragmatic language skills of handicapped children during parent-child reciprocal play, compared to that of non-handicapped children. The four handicapped children were 25-36 months of age. The paper also describes a pilot intervention involving carefully structured joint activity play routines between parent and child designed to increase generalized pragmatic language skills. The study found a discrepancy between turntaking ability and communicative ability for the handicapped dyads in that their performance on the communication tasks tended to be poor whereas their performance on the turntaking tasks tended to be good. (Author/DB)

ED 310 601 EC 221 007

Naseef, Robert
How Families Cope Successfully with a Handicapped Child: A Qualitative Study.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Rearing; *Coping; *Disabilities; Emotional Adjustment; *Family Problems; Family Relationship; Marital Satisfaction; Qualitative Research; *Siblings; Social Support Groups

Seven functional families with handicapped children were studied using a case study approach. Through the qualitative paradigm, the development of successful coping mechanisms was examined. The parents completed an instrument called "CHIP, Coping Health Inventory for Parents," and all family members were interviewed. Subject families were recommended by professionals as coping successfully and also as containing at least one non-handicapped child. Disabilities represented were: deaf blindness, deafness, chronic illness, autism, learning disabilities, cerebral palsy, and emotional disturbance with learning disability. From the results of the case studies it was possible to draw three generalizations: first, these families developed a broad repertoire of coping mechanisms; second, the parents tended to have convergent accounts of how they coped; and third, the siblings interviewed all reported being able to freely question and discuss issues concerning the handicapped sibling. The paper proposes further investigation of three hypotheses: (1) there is a strong positive correlation between marital adjustment and satisfaction and ability to cope with a handicapped child; (2) there is a strong positive correlation between participation in a parent support group and ability to cope with a handicapped child and marital satisfaction; and (3) there is a strong positive correlation between parental ability to cope successfully and the psychological adjustment of their non-handicapped children. (DB)

ED 310 615 EC 221 025

Cylke, Frank Kurt, Ed.

Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Aug 87
NOTE- 25p.
AVAILABLE FROM- Birding, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150 (free for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Recordings; *Blindness; Books; Braille; *Hobbies; *Ornithology; Recreational Activities; *Visual Impairments
IDENTIFIERS- *Birds

The booklet provides resources for blind and visually handicapped individuals interested in birding as a hobby. It describes a midwestern group of visually impaired birders and discusses the importance and variety of bird sounds. Listed are a selection of recorded and braille books available on birding, sources of commercial recordings of bird songs, and clubs of persons interested in birding. Since far more birds are heard than seen, the hobby is seen as especially appropriate for the visually impaired. The directory section lists both adult and children's materials on either discs, cassettes, or braille. An order form is also included. (DB)

ED 310 629 FL 018 135

Baecher, Richard E.
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
PUB DATE- 28 Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education Programs; *Bilingualism; *Classroom Environment; Comparative Analysis; Elementary Education; English; Immersion Programs; Language Proficiency; Limited English Speaking; Longitudinal Studies; Mathematics; Measures (Individuals); *Program Effectiveness; Second Language Learning; Spanish; Student Attitudes
IDENTIFIERS- *Two Way Bilingual Programs

A study of a two-way bilingual program in the Port Chester, NY Public Schools examined the relationship between classroom environment, and the language proficiency levels and second language learning outcomes of bilingual and monolingual pupils participating in the program. Pupils were second- through fifth-graders, including native-Spanish-speaking, limited-English-proficient (LEP) pupils, and proficient native-English-speaking pupils. The instructional outcomes investigated include English and Spanish language proficiency, and academic achievement in mathematics. Data sets were collected between 1984 and 1987. The classroom environment was assessed by student perceptions of the degree of satisfaction, friction, competitiveness, difficulty, and cohesiveness in the classroom. Analysis of the data confirms the important role of classroom environment and language proficiency in bilingual and second language learning for elementary school children. For each year of the two-way program, students perceptions of their classroom environment influenced their growth in learning a second language. (MSE)

ED 310 289   CE 053 140

Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
Adult Literacy Resource Inst., Boston, MA.; Massachusetts Univ., Boston.
SPONS. AGENCY- Boston Mayor's Office of Jobs and Community Services, MA.
PUB DATE- 89
NOTE- 65p.; For an earlier volume, see ED 260 227.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Bilingual Education Programs; Cambodians; Colleges; *English (Second Language); Experimental Programs; Higher Education; Intercultural Programs; Job Training; Language Experience Approach; Minority Groups; Photography; Second Language Programs; *State Programs; Tutors; *Urban Programs
IDENTIFIERS- Workplace Literacy

The 10 articles (and introduction by Stephen Reuys) in this journal discuss issues of adult literacy/adult basic education from a variety of perspectives. Titles and authors are as follows: "The Boston Adult Literacy Initiative: Moving beyond Initiative" (Silja Kallenbach); "Project FOCUS: Writing through Pictures" (Beatriz M. Strohmeyer); "The Massachusetts Workplace Education Program" (Judy Hikes); "Use of the Language Experience Approach with Non-English Speaking Refugees and Immigrants" (Anthony D'Annunzio, Paige E. Payne); "Pioneering Effective Educational Services for Dyslexic Illiterate Adults" (Carolyn Buell Kidder); "Two Views of Language Minority Issues" (Tomas Kalmar, Fulano de Tal); "The Pittsburgh Literacy Initiative: A Community-Based Model for Meeting Urban Literacy Needs" (Frances Wright); "A Storybook Ending" (Lisa Santagate); "Meeting the Needs of Unprepared Students in Higher Education" (Emilie Steele); and "Between Paulo Freire and Tom Sticht: Adult Education and Job Training at Boston Technical Center" (Stuart Gedal). (NLL)

ED 310 303 CG 021 879

Larson, Katherine A.

Early Secondary School Adjustment for At-Risk and Highest-Risk Students.

PUB DATE- Mar 89
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; *Adjustment (to Environment); Behavior Problems; *Elementary School Students; Elementary Secondary Education; Grade 6; *High Risk Students; Potential Dropouts; *Predictor Variables; *Secondary School Students; *Student Characteristics

Student characteristics associated with school failure and school dropouts are well documented. This study sought to determine if a subgroup of students could be differentiated prior to high school as at highest risk for secondary school failure and dropout. It also attempted to describe behavioral, academic, and familial differences and similarities between the hghest-risk students and their at-risk peers during the first 2 years of junior high school. Subjects (N=351) were sixth-graders who were rated by classroom teachers on the need for supervision; level of motivation; academic potential; social interaction skill; and teachability. Based on results, 78 students were classified as highest risk (HstR) and 273 were classified as at-risk (AR); the groups were reduced in size but retained the statistical characteristics of the original pools; i.e., HstR was reduced to 24 students and AR to 29. In terms of junior high school adjustment, the HstR students could be distinguished from the AR students on intensity of unacceptable behavior. Results showed that AR students received significantly better report card grades than HstR students in academics as well as in work habits and cooperation. The HstR students were not absent more often than the AR students. In terms of predicting eighth grade adjustment, the teacher scale accounted for a statistically significant proportion of eighth grade variance for both groups in selective truancy, periods absent, report card grades, work habit grades, and cooperation grades. Results lend strong initial support to pursuing research efforts testing the efficacy of targeting HstR students on the five item characteristics. (ABL)

ED 310 333 CG 021 909

Buri, John R; And Others

Forgiveness as a Psychological Antecedent of Perceived Parental Nurturance.

PUB DATE- Aug 89

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 12-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Higher Education; *Parent Attitudes; *Parent Child Relationship; Predictor Variables; *Psychological Characteristics; Student Attitudes

While forgiveness has long been a crucial concept in the churches' formulations for the establishment and the preservation of spiritual, social, and emotional health, consideration of forgiveness by psychology pales in comparison. Research is needed to identify the psychological factors in mothers and fathers which serve as antecedents of the nurturance which they provide their children. In this study, college students (N=111) were asked to assess the nurturance they had received from their mothers and their fathers using a Likert scale. Scale items included "I am an important person in my mother's eyes;" "My mother expresses her warmth and affection for me;" and "My mother is generally cold and removed when I am with her." The parents of the student participants responded to a forced-choice forgiveness scale with items such as "I am a very forgiving person, ready and willing to forgive anyone who has wronged me." The results suggest a strong relationship between self-reported forgiveness by parents and the degree of parental nurturance reported by their adolescent children. Mothers and fathers who reported the least level of forgiveness were appraised as having rendered significantly less nurturance than other parents. (Author/ABL)

ED 310 378 CS 009 785

Gersten, Susan G. Liss
The Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College.
PUB DATE- Dec 89
NOTE- 58p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *College Freshmen; Educational Attitudes; Higher Education; *Learning Modalities; Learning Processes; School Surveys; *Study Habits; Study Skills
IDENTIFIERS- Kean College of New Jersey; Learning Style Inventory; Survey of Study Habits and Attitudes

A study was conducted to determine if visual linguistic numeric, auditory linguistic numeric, and tactile concrete learners have statistically significant different study habits, study attitudes, and study orientation than their low visual linguistic numeric, low auditory linguistic numeric, and low tactile concrete counterparts. Data were collected over two semesters from 154 college freshmen who were classified as developmental freshmen attending Kean College in New Jersey. The Learning Style Inventory (LSI) and the Survey of Study Habits and Attitudes (SSHA) were administered to each participant. In eight of the nine analyses conducted, the mean score of the auditory linguistic numeric, visual linguistic numeric and tactile concrete learners were above their respective counterparts. However, the difference in mean scores between the groups was only statistically significant in the cases of the study habits and study orientation of the visual linguistic numeric versus low visual linguistic numeric learners. High visual linguistic numeric learners exhibit significantly better study attitudes and study orientation. Low visual linguistic numeric learners have better study habits. High tactile concrete learners have better study habits and study orientation, but low tactile concrete learners have better study attitudes. When teachers use the LSI and SSHA, they can provide a basis for helping students improve their study habits, study attitudes, and study orientation. (Twenty-one references, three tables of data, and a copy of the LSI and SSHA are attached.) (MG)

ED 310 407 CS 212 058

Johannessen, Larry R.
Vietnam in the English Classroom.

PUB DATE- 8 Apr 89
NOTE- 31p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Characterization; Class Activities; English Curriculum; *Fiction; Higher Education; *Literary Criticism; Modern History; Twentieth Century Literature; *War; Writing (Composition)
IDENTIFIERS- *Vietnam War; *Writing about Literature; Writing Assignments

Vietnam War literature offers students a unique mix of themes which in many ways speak directly to them as, perhaps, no other literature is able to. This literature can help them better understand literature, history, the world they live in, and themselves, as well as the Vietnam War. A sequence of classroom activities (beginning with an "oppinionnaire," to introduce themes and interpretive problems), with accompanying materials, shows how literature on the Vietnam War can be successfully integrated in the university-level English classroom, helping students learn how to analyze and write about literature. A student essay is the final activity and calls for an analysis of character and effective use of evidence and explanation of evidence to support the student writer's viewpoint. (A bibliography of critical works on Vietnam War literature, appendixes containing examples of classroom activities, and the student "opinionnaire" are attached.) (KEH)

ED 310 422 CS 212 076

Randlett, Alice Schmatz

Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes.

PUB DATE- May 89
NOTE- 49p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE - English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Classroom Environment; Classroom Research; *English Curriculum; Ethnography; Grade 10; Group Behavior; High Schools; High School Students; Learning Problems; *Literacy; Reading Skills; *Remedial Instruction; Remedial Teachers; Self Fulfilling Prophecies; Social Influences; *Social Stratification; Student Attitudes; Teacher Expectations of Students; Writing Skills
IDENTIFIERS- Literacy as a Social Process

A study examined the view of literacy as a socially constructed phenomenon situated within a culturally reproductive milieu. Within the context of one medium-sized comprehensive high school in a small city in the Midwest, the focus was on the daily classroom practice in teaching and learning to read and write. Four separate classes--two low track, one average, and one anomalous group, repeaters--under the tutelage of one teacher were observed to ascertain how students and teacher socially constructed their meanings of what it means to be a literate person. Methodologies were participant observation, ethnographic interviews, and audio- and videotaping. Findings suggest that differing curricula and pedagogies for each track produced different outcomes, with lower tracks receiving less valued knowledge and less instruction in how to talk about knowledge in acceptable (in terms of schooling) ways. This insured that most students identified as remedial were taught in a way that resulted in their forever being identified that way: they learned to be remedial. (Forty-six references are attached.) (KEH)

ED 310 438 CS 506 719

Bettig, Ronald V.
Critical Perspectives on the History and Philosophy of Copyright.
PUB DATE- Aug 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; *Copyrights; Federal Regulation; Marxian Analysis; Mass Media; Media Research; Patents; Qualitative Research; Theory Practice Relationship
IDENTIFIERS- Cultural Hegemony; *Economic Theory

This paper situates the institution of copyright in the historical context of the rise of capitalism. The purpose is to provide a critical analysis of the philosophy of copyright and of the received history of copyright. A class analysis of copyright reveals the essential nature of copyright as the basis for the private ownership of intellectual and artistic creativity by the capitalist class. The paper concludes that in an age of increasing media concentration this private appropriation and ownership has serious implications for who participates in such creativity and who has access to its results. (One hundred three notes are included.) (Author)

ED 310 484 EA 020 824

Francis, Judith; Marx, Fern

Learning Together: A National Directory of Teen Parenting and Child Care Programs.

Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- 89

NOTE- 197p.

AVAILABLE FROM- Publications Department, Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($20.00 prepaid; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Community Services; *Day Care Centers; Early Childhood Education; *Early Parenthood; *Family Programs; *Private Agencies; Secondary Education

Approximately 800,000 of the 1.3 million children of teenage mothers need child care services. The lack of appropriate, acceptable, and affordable care for these youngsters may severely limit their mothers' educational, training, and employment opportunities--especially if sufficient financial resources are lacking. This directory is the first attempt to identify and profile teen parenting and child care programs on a national scale. The 316 programs selected for this directory are divided by region (Northeast, South, Great Lakes, Plains, South Central, Northwest, and Southwest). The programs illustrate a full range of services necessary to support young families: enhanced parenting skills, family planning services, educational and vocational training, health and nutrition services, transportation, and counseling. Some programs provide services directly, others through linkage with community-based programs. Programs in the directory are found in public schools, private community agencies, or settings combining the resources of both. The directory is divided into seven regions. Appendix A lists state coalitions, task forces, and key state contacts, while Appendix B lists national resource organizations. Appendix C provides a selected bibliography of 42 program development and evaluation references. An index lists programs alphabetically. Also included is a reader feedback questionnaire and a directory order form. (MLH)

ED 310 499 EA 021 197

Reaching Out: School-Based Community Service Programs.
National Crime Prevention Council, Washington, DC.
SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 91p.
AVAILABLE FROM- Publications, National Crime Prevention Council, 733 15th Street, N.W., Suite 540, Washington, DC 20005 ($15.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Community Services; High Schools; Outreach Programs; *School Community Programs; School Community Relationship; *Youth Programs

Although America's extended schooling structure is better preparation for work, it may be worse preparation for life. Young people, during their journey to a productive and fulfilling adulthood, need to see that they have a stake in the community, a meaningful role to play in it, and a reason for investing in its future. This book, divided into five sections, reviews the concepts underlying youth in community service, rationales and structural options for school-based service programs, the range of service opportunities, and the mechanics of starting and running a secondary school service program. Chapter 1 discusses youth as resources relevant to school-based programs and service and youth development. Chapter 2 outlines what it means to become a program "champion" and also provides a menu of school-based service options and a basic planning checklist. Chapter 3 details getting the project under way, expectations, checking on the nuts and bolts, advice from the experts (the students) to adults, a ruminating checklist, and an operating checklist. Following this chapter is a section containing descriptions of 33 youth programs around the nation. A concluding section contains forms, checklists, and outlines related to administration, volunteering, the community, communication and leadership skills, and evaluation and reflection. Also included is a bibliography with 11 references and a sampling of national resources. (KM)

ED 310 529 EA 021 251

Joyce, Mark

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?

New Hampshire School Administrators Association, Durham.

PUB DATE- Jun 89

NOTE- 21p.; For other documents in the series, see EA 021 251-256.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Excellence in Education; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; Supervision

This report is the first of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The common role of educational leaders is discussed. Their central areas of responsibility and administrative and leadership skills are reviewed, not as discrete concepts, but as complex and dynamic dimensions of that role. Central areas of responsibility include a working knowledge of the personnel function, finance, communications and community relations, student services, curriculum and instruction, and capital improvements and maintenance. Administrative and leadership skills should reflect efficient planning, evaluating, supervising, directing, communicating, organizing, and coordinating. (JAM)

ED 310 246 CE 053 049

Training Delivery Systems for Adult Learners. A Bibliography.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Mar 89
NOTE- 44p.
AVAILABLE FROM- Dissemination and Diffusion Section, Bureau of Research, Dissemination, and Evaluation, Division of Vocational, Adult, and Community Education, Department of Education, Knott Building, Tallahassee, FL 32399.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Books; Citations (References); *Delivery Systems; *Educational Needs; Employment Projections; *Futures (of Society); *Job Training; *Labor Force; Periodicals; Postsecondary Education; School Role; Vocational Education

This bibliography focuses on the training needs of adults and the incorporation of the most effective training delivery systems for adults into job training programs. It includes citations exploring current training practices, methods, and philosophies in both the private sector and the educational system; how each system can learn from the experiences of the other to improve its training programs; the importance of cooperation among all training providers; and what is on the horizon for training in the future. Research on adult learning also is included. Citations include administrative material, books, dissertations, information analyses, journal articles, opinion papers, research reports, and teaching guides. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS). FEIS conducted (1) searches of computerized retrieval systems--specifically the ERIC (Educational Resources Information Center), ABI/INFORM, Dissertations Abstracts International, and MANAGEMENT CONTENTS databases on DIALOG; and (2) a manual search of current journals. Each reference contains title, date, author, annotation, format, and availability. Three journal articles are also reprinted: "30 Things We Know for Sure about Adult Learning" (Ron and Susan Zemke); "Technology Tackles the Training Dilemma" (Randy Ross); and "Design and Delivery of Customized Training Programs for New and Expanding Business and Industry" (Jolyne Ghanatabadi and Collette Saylor). (KC)

ED 310 348 CS 009 363

Bohning, Gerry, Comp.
William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
PUB DATE- Dec 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- Annotated Bibliographies; *Educational History; Educational Philosophy; Elementary Education; Higher Education; Reading Instruction; *Reading Materials; Reading Research
IDENTIFIERS- *McGuffey (William); *McGuffey Readers

Contributing to the study of historical aspects of the reading profession, this 33-item annotated bibliography of books and articles on William Holmes McGuffey (1800-1873) and his "McGuffey Eclectic Readers" (more than half the schoolchildren of America from 1836 to about 1920 learned to read from the "McGuffey Readers") is intended as an aid to reading educators. The selections in the bibliography date from 1900 to the present. The bibliography could be useful for: preparing lectures for a foundations of reading course; helping students prepare papers; a reading list; inservice reading or independent study or for the pleasure of personal reading. (SR)

ED 310 393 CS 212 025

Ford, Michael

Reaching the Heart: Quality Poetry Instruction for Young Children.

PUB DATE- 7 Apr 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Indianapolis, IN, April 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Course Content; Elementary School Students; English Instruction; Oral Reading; *Poetry; Primary Education; *Teaching Guides

To develop an appreciation and understanding of poetry in young children (K-3), grade school teachers should consider choosing poems that appeal to children and implement an enthusiastic instructional poetry program that can make a positive impact on the students. Recent comprehensive studies of young children's concepts and attitudes about poetry revealed the characteristics of content, element, and form preferred and least-preferred by children. Using these guidelines, trained raters evaluated 90 poems to determine which poems were most suitable for children. Based on the results of this study, 21 poems became the basis for the "Daily Oral Reading of Poetry" program. (A methodology and reading and writing activities for this poetry program are attached.) (KEH)

ED 310 454 CS 506 777

Casares, Pablo; And Others
Dimensions and Variables of Curricular Design for Communication Schools in Latin America.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; Communications; Content Analysis; *Curriculum Design; *Curriculum Development; *Developing Nations; *Higher Education; Instrumentation; Models
IDENTIFIERS- Dimensional Analysis; Domain Analysis; *Latin America; Mexico

An operational instrument was designed to approach the tasks of curricular planning and design of university programs in communication in Mexico, or elsewhere in the Third World. The instrument was designed by the Mexican team of advisors at the Workshop-Seminar on Curriculum Planning, held in Villa de Leyva, Colombia, in May of 1987. It was used in 10 workshops on curricular planning and design held in different cities of Mexico, in which over 60 people involved in education for communication professionals participated. The instrument proposes a conceptual structure of curricular design set within a double-entry chart: one for dimensions and one for domains, which will allow for the definition and operation of its elements in variables and indicators. The concept of dimensions of curricular design is understood as a complex of realities or given situations which determine an educational practice and which should be considered in the process of review and design. These dimensions are: institutionality, profession, object of study, and resources and subjects. Domains are those elements of every curriculum whose definition is the result of decisions taken by the academic unit that designs and carries out an educational experience. Domains include: goals, strategies and policies, academic structure, plans and programs, curricular administration, and evaluation. Indicators are empirically observable elements that allow for the knowledge of variables and abstract concepts. The indicators of dimensions and domains of curricular design are exposed as general questions. (MG)

ED 310 469 CS 506 807

Markham, Reed
Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Literary Criticism; *Persuasive Discourse; *Public Speaking; *Rhetorical Criticism; Speech Communication
IDENTIFIERS- *Aristotle; Rhetorical Devices; Rhetorical Strategies; *Rhetorical Theory; Speaking Style

Aristotle's "Rhetoric" is divided into three books which describe the stages of preparing a public address. Book One establishes the philosophical position of rhetoric to logic. It also establishes four purposes of rhetoric and discusses three types of proof. Aristotle defines rhetoric as a faculty for providing two modes of argumentation: paradeigma and enthymeme; he also delineates the types of rhetorical situations as deliberative, epideictic, and forensic. Book Two of the "Rhetoric" deals with the audience. Aristotle felt that audiences would react positively to a speaker who possessed the qualities of wisdom, virtue, and goodwill. He viewed the audience as a study of human emotions and attitudes. Book Three of the "Rhetoric" is an examination of speech composition. After a discussion of the delivery, Aristotle directs attention to the study of style. He discusses clarity, diction, and metaphor and draws distinctions between the various style forms. The limitations of Aristotelian theory become more apparent as contemporary society becomes more complex and varied. In order to meet the demands of a changing society, some Aristotelian theories have been reconstructed. (MG)

ED 310 514 EA 021 234

Anglin, Leo W.; Viechnicki, Karen J.
The Risky Business of University/School Collaboration.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Institutional Cooperation; Shared Resources and Services
IDENTIFIERS- *Kent State University OH

Successful university/school collaborations result in meaningful staff development programs that demonstrate shared goals and expectations, that promote a sense of community, and that provide order and discipline for all involved. Institutional collaborations occur when educational organizations combine their resources and personnel to improve the educational experiences of school children. Planning for staff development consists of three stages: mobilization, implementation, and institutionalization. The key to successful program planning lies within the efforts made during the mobilization phase; much effort, such as establishing a university liaison who is familiar with the decision-makers, must be expended before a planning session takes place. Preliminary discussions should examine the proposed program's appeal to diverse groups of prospective participants, its realism and relevance, and its responsiveness to staff's and bureaucratic sponsors' needs. Additional factors to consider include the rotation of planning sites, prospective participants, the agenda, and a postimplementation program evaluation schedule. A working case study included in this document outlining the collaborative efforts of Kent State University, Ohio, and its elementary education intern and human genetics projects, serves as an example of the staff development program's goals and adaptability. (7 references) (KM)

ED 310 544 EA 021 274

Loatman, Bruce
Theory and Development of Education Price Indices for the Public Schools.
Killalea Associates, Inc., Alexandria, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 80
NOTE- 185p.; Appendix A may reproduce poorly due to faint and broken print.
CONTRACT- 400-77-0022
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Cost Estimates; *Cost Indexes; Costs; *Educational Economics; Elementary Secondary Education; *Expenditures; *Input Output Analysis
IDENTIFIERS- *Educational Price Indices; Michigan; Ohio

There are several ways to construct an education price index (EPI). This report represents an attempt to identify methods and procedures for producing an accurate measure of educational resource input price indices. The methods are largely mathematical equations that link student achievement to the unique social, political, and economic costs of education in a particular school district. When applied to data from school districts in Ohio and Michigan, the resulting EPI behaves reasonably because its variation is not excessive. Most districts fall in the range of 97 to 103 percent of the state average. The EPI is also stable in the sense that it is insensitive to minor changes in the methods of its derivation. It is recommended that future research concentrate on the development of theory and on its application to a more accurate specification of the variables in the structural equations. (JAM)

ED 310 588 EC 220 792

Schulmeyer, Cynthia A.; And Others

Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel.

PUB DATE- 6 Apr 89
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francicso, CA, April 3-7, 1989). Chart 1 contains small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Elementary Secondary Education; *Intervention; Prevention; *School Role; Sexual Abuse; Student Characteristics

This paper provides an introduction to the nature and extent of the various forms of child abuse, including physical injury, neglect, sexual abuse, and emotional maltreatment. It identifies the behavioral, emotional, and physical characteristics of abuse and neglect, as manifested within the school setting; lists factors that pose a risk for physical abuse; describes characteristics of handicapped children and characteristics of families with handicapped children; and briefly reviews the role of schools in child abuse prevention/intervention. (JDD)

ED 310 616 EC 221 087

Greene, Bernard; Zimbler, Linda
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
National Center for Educational Statistics (ED), Washington, D.C.
REPORT NO.- CS-89-337
PUB DATE- Jun 89
NOTE- 40p.; Data Series: SP-NPSAS-86/87-10.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Disabilities; *Incidence; Minority Groups; *Postsecondary Education; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- *National Postsecondary Student Aid Study

This report on the handicapped population in postsecondary education is based on the National Postsecondary Student Aid Study and provides data based on the students enrolled in postsecondary institutions in the fall of 1986. At that time, over 12.5 million postsecondary students were enrolled, and of these, 1.3 million reported that they had a handicap. The most prevalent handicap reported was a visual handicap, reported by more than one-half million students. The data also indicate that a higher proportion of students at 2-year and less-than-2-year institutions were handicapped than at 4-year and above institutions. Few differences were found in the characteristics of handicapped and non-handicapped students. Most handicapped and non-handicapped students were attending school full time; most were white, non-Hispanic; and most lived off campus, not with their parents. The distributions of handicapped and non-handicapped students by major field of study were, for the most part, very similar in 1986. Handicapped students were only slightly more likely than non-handicapped students to be receiving financial aid. The report contains a section highlighting major findings, provides guidance in interpreting the data, and then presents the data (in tabular and textual forms) in three major sections concerned with incidence, characteristics, and financial aid. Technical notes on the study are appended. (DB)

ED 310 232 CE 052 996

The South Carolina Comprehensive Career Guidance Program for Grades K-12.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.; South Carolina State Occupational Information Coordinating Committee, Columbia.

PUB DATE- 89
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; *Career Development; *Career Education; Career Exploration; *Career Guidance; Community Involvement; Competence; Competency Based Education; Counselor Role; Course Content; Elementary Secondary Education; *Models; Parent Role; Program Implementation; Self Actualization; Self Evaluation (Individuals); *Skill Development; State Curriculum Guides; Teacher Role
IDENTIFIERS- *South Carolina

The South Carolina Comprehensive Career Guidance Program provides a framework for local districts to evolve a program that meets the specific career development needs of their district's elementary through high school students. The model provides students with the information and experience necessary to develop competencies that will help them make realistic career plans and prepare them with the career development skills necessary to enter the global workplace. The program revolves around three interrelated domains: self-knowledge, educational development, and career development. The roles of teachers and staff, administrators, counselors, community, and parents are delineated. The program follows a sequential, developmental plan of objectives, expected student outcomes, and activities to bring about these outcomes for students in K-12. The program is presented in the following format for grade segments K-3, 4-5, 6-9, and 10-12: (1) an overview describing characteristics and needs of students regarding career development; (2) career guidance objectives in each domain; (3) competency-based planned activities involving counselors, teachers, other staff, parents, community, and administrators; and (4) resources necessary for planned activities. Appendices include a middle/junior high student needs assessment, a note on planning high school curriculum, lists of occupational and nonoccupational vocational programs, and resources available from the South Carolina Occupational Information System. (KC)

ED 310 260   CE 053 077

Eadie, Douglas C.
Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jan 88
NOTE- 27p.
GRANT- 99-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Services; *County Officials; Job Placement; *Job Training; *Labor Force Development; *Local Government; Program Administration; *Public Administration; Vocational Education; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; Service Delivery Areas; *Strategic Issues Management

Intended to teach local elected officials (LEOs) how to increase their involvement in job training and other human resource programs, this document argues that elected county officials can use strategic issues management (SIM) to assert stronger leadership and to use Private Industry Councils (PICs) more fully as a resource for the delivery of human services. Following an executive summary and introduction, the second section provides an overview of SIM, including how to move from strategic planning to strategic management, issue identification and selection, management of implementation, and the design of strategic management. The third section describes the job training environment for local governments. The fourth section outlines the major steps in strategic agenda-building, what constitutes SIM, the detailed design for a partnership between LEOs and PICs, and how to identify and select issues. The fifth section deals with formulating strategies to address the strategic issues identified and how to manage their implementation. That section also discusses the importance of a continuing issue identification/strategy formulation and implementation process; the impact of multicounty/multi-LEO situations on the process; and the ties of SIM to LEO and PIC annual and biennial planning and budgeting processes. The document concludes with a list of steps in the SIM process and a 16-item bibliography. (CML)

ED 310 274 CE 053 093

Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 234p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 ($20.00, Order No. AD1151).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Conservation (Environment); *Environmental Standards; *Federal Regulation; *Hazardous Materials; Learning Activities; Postsecondary Education; Safety; *Small Businesses; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Environmental Protection Agency

This instructional package for teaching about the regulations imposed on small quantity generators by the Environmental Protection Agency (EPA) under the Resource Conservation Recovery Act is organized around 11 program objectives: students will be able to (1) determine a hazardous waste from lists or by identifying characteristics; (2) identify the categories of hazardous waste generators; (3) count their hazardous wastes; (4) determine their generator category; (5) obtain a U.S. EPA identification number; (6) manage hazardous waste; (7) label, mark, and package hazardous waste; (8) identify what to look for when selecting a hazardous waste transporter and disposal facility; (9) fill out a Uniform Hazardous Waste Manifest; (10) prepare an emergency plan; and (11) identify whom to contact in case of an emergency. The package includes an instructor's guide with suggestions on how and when to use the appended information texts, which include "Understanding the Small Quantity Generator Hazardous Waste Rules: A Handbook for Small Business," by the United States Environmental Protection Agency, a list of hotline numbers and resources, a checklist for performing facility inspections, excerpts from the Code of Federal Regulations 40 dealing with protection of the environment, and a glossary of terms. A few learning activities such as handbook review questions are included. (NLL)

ED 310 319 CG 021 895

Zeller, Richard A.; Allgeier, Elizabeth Rice

Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy.

PUB DATE- May 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Students; Context Clues; Critical Reading; Higher Education; Inferences; Moral Values; *Sexual Harassment; *Student Attitudes; *Teacher Student Relationship

This research investigated college students' attitudes toward allegations of sexual harassment involving college instructors and students. A procedure was developed that could be administered in a single class session, aimed at increasing students' understanding of the conditions under which causal inferences are appropriate, sensitizing them to the phenomenon of sexual harassment, and examining students' perceptions of what constitutes harassment. Eight versions of a vignette involving a sexual liaison between an instructor and a student were developed, in which three factors were varied: (1) the party initiating the liaison; (2) the age of the student; and (3) the grade assigned for the course (either B or A). College students (N=255) participated in the research, during which students read the eight vignettes and recorded causal hypotheses relating to judgments of sexual harassment in each case. Results showed that the students' judgments of the instructor's guilt in the vignette were most influenced by his decision about the final grade. References are included. (TE)

ED 310 559 EC 220 763

Baine, David, Ed; And Others
Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
Alberta Univ., Edmonton. Dept. of Educational Psychology.

REPORT NO.- ISBN-0-88864-936-3
PUB DATE- 88
NOTE- 214p.; For selected individual papers, see EC 220 764-782.
AVAILABLE FROM- Publication Services, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($10.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; Deaf Blind; Delivery Systems; Developing Nations; *Educational Practices; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Emotional Adjustment; Family Problems; Foreign Countries; Futures (of Society); Games; Higher Education; Interpersonal Competence; Microcomputers; *Multiple Disabilities; Residential Programs; *Severe Disabilities; Social Integration; Student Evaluation; Vocational Education

This book contains 23 papers given at a 1987 Edmonton (Canada) conference. Papers have the following titles and authors: "Current Trends and Future Challenges in the Education of Students with Severe Handicaps" (Dick Sobsey); "How Often Do You Need to Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference" (Gail Munger et al.); "The Social LIFE Game for Teaching Functional Social Competence: A Program Description" (Joanne Bertrand); "Language and Communication Applications for Microcomputers" (Kathy Howery et al.); "The Children's Project: A Residential Option for Children with Developmental Disabilities" (Judy Smith); "A New Life-Style for Persons with Severe Disabilities: Supported Independence" (N. J. Marlett and H. MacLean); "Ecological Inventories and Curriculum Development for Special Education in Developing Countries" (David Baine); "A Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students" (Dorothy O'Shea et al.); "Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults" (Michael Rodda, et al.); "Transition in Minnesota" (Barbara Troolin and James House); "On Campus: Integrating the University Environment" (Bruce Uditsky et al.); "Alternatives in Community Living and Functional Education: Parents Speak Out" (L. Wilgosh); "Better Ways to Build Educational Routines" (P. Carreiro et al.); "Critical Factors in the Prescription of Technical Aids" (Michael Saya); "The World of Work: Is There a Match between Vocational Preparation and Employer Expectations?" (L. Wilgosh et al.); "Adjustment of Adults to a Visual Impairment: Preliminary Findings" (Marion Allen); "The Effects of Joint Activity Intervention on Children's Pragmatic Language Skills" (Catherine McCarthy et al.); "Why Change Our Service Delivery in Special Education?" (Vivian Skakun); "Integration--How Can We Make It Work?" (Vivian Skakun); "Idiots Savants: Retarded and Gifted" (Carolyn Yewchuk); "Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed" (Susan Sousie); "Stress and Supports to Families with a Handicapped Child" (Linda McDonald et al.); and "Adjustment of Families with Handicapped Children" (L. Wilgosh et al.). (DB)

ED 310 574 EC 220 778

Skakun, Vivian

Why Change Our Service Delivery in Special Education?

PUB DATE- 88

NOTE- 11p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Cultural Differences; *Delivery Systems; *Disabilities; Educational Trends; Elementary Secondary Education; Foreign Countries; Grouping (Instructional Purposes); Handicap Identification; *Labeling (of Persons); *Mainstreaming; *Regular and Special Education Relationship; Special Education; Test Bias

IDENTIFIERS- *Canada

This paper challenges the theoretical knowledge base upon which the Canadian separate special education delivery system has been developed. Arguments for integration of special needs children into the mainstream of education are presented from a social-ethical, educational-psychological, and legal-legislative perspective. Examination of the current service delivery model notes that a disproportionate number of minority and bilingual children have been misclassified as mentally handicapped; that labelling children as mentally handicapped has a stigmatizing effect; that labelling results in the "self-fulfilling prophecy" phenomenon; that misclassification between moderately handicapped, learning disabled, and emotionally disturbed categories is common; and that student placement is often dependent on standardized tests with major deficiencies. It is concluded that a general education program is needed that includes instructional strategies that can accommodate and adapt to children with varying educational needs. (Author/DB)

ED 310 630 FL 018 136

Cochran, Connie E.
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
PUB DATE- 85
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Cognitive Style; Cultural Awareness; Culture Conflict; Elementary Secondary Education; *English (Second Language); Graduation Requirements; *Instructional Improvement; Instructional Materials; Interaction; Language Research; *Limited English Speaking; Mainstreaming; Second Language Instruction; Second Language Learning; State Standards; Statewide Planning; Student Behavior; Student Role; Teacher Role; *Teaching Guides; Teaching Methods
IDENTIFIERS- Content Area Teaching; *New Jersey

This manual was developed, as a result of a state policy establishing high school graduation requirements for limited-English-proficient (LEP) students, to provide teachers with resources for improving instruction of the LEP population. The manual describes classroom strategies based on current theory and research on second language acquisition. It consists of three sections: (1) effective practices associated with second language acquisition, including a low-anxiety environment, meaningful communication, listening time before speech is required, provision of many opportunities to speak, use of native language literacy as a basis for second language skills, and use of a variety of teaching techniques and materials; (2) language transition in the content areas, including use of student cues to adjust the level of English used, designation of specific portions of content area material for practicing English, effective questioning techniques, and establishment of good academic second language proficiency before mainstreaming; and (3) cultural considerations in the classroom, including frequent use of cultural information, anticipating areas of cultural conflict, collecting background information on schooling in students' home countries, clarification of teacher and pupil roles, recognition of verbal and non-verbal cultural behaviors, observation of student interaction preferences, and adaptation of instruction to differences in cognitive styles. A list of 26 references is included. (MSE)

ED 310 334 CG 021 910

Crystal, Stephen; Jackson, Marguerite

Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.

PUB DATE- 11 Aug 89

NOTE- 27p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, August, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adjustment (to Environment); Definitions; Health Insurance; *Health Needs; *Medical Services; *Patients; Use Studies

IDENTIFIERS- *AIDS Related Complex; Medical Utilization

As with other illnesses, Acquired Immune Deficiency Syndrome (AIDS) is a socially constructed phenomenon, not simply a biological entity. Biologically, Human Immunodeficiency Virus (HIV) infection causes immunosuppression, which in turn causes a spectrum of disease states. The official definition of AIDS by the Centers for Disease Control requires the presence of certain marker conditions. Those whose illnesses do not have these markers, but may have equal or greater impairment, are categorized as "pre-AIDS" or "AIDS-related complex" (ARC). This study compared the experiences of both patients with AIDS and patients with non-AIDS symptomatic HIV illnesses. Subjects (N=104) responded to a survey instrument encompassing demographic characteristics, social supports, economic situations, and health services utilization. The extent to which the medical and socioeconomic needs of patients were being met was also assessed. Patients with ARC reported more unmet needs in most areas, often experiencing their situations as being in "limbo" or "the gray zone," and in many respects seemed to perceive their life situation more negatively than did those with AIDS. A reorientation is needed away from thinking about persons dying with AIDS towards persons living with HIV infection. (Author/ABL)

ED 310 363 CS 009 767

Strode, Susan

Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).

PUB DATE- May 89
NOTE- 17p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstracting; Abstracts; Elementary Secondary Education; Higher Education; Program Descriptions; *Study Skills; Teaching Methods; *Writing Skills
IDENTIFIERS- *Annotation Exchange System; Summarization; Writing Contexts

The Annotation Exchange System (developed by A. V. Manzo) is an organized collection of students' brief written critiques of various books and shorter selections, which might be initiated in a study skills class. In the classroom setting, students can be given direct instruction and practice in summary writing, a building block of effective reading comprehension. The Annotation Exchange System can be extended to include sharing the system with other instructors when they require annotations on topics related to their disciplines. It can also be extended to other entities such as libraries, public schools, other campuses, and even other regions and countries. In this way, the university can act as both agent and catalyst for the clarification and distribution of fresh ideas and perspectives among participating entities. (One figure is included and 19 references are attached.) (Author/RS)

ED 310 408 CS 212 059

Mackey, James

How To Discuss Educational Research on the Opinion Page of a Newspaper.

PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Colloquium on the Interdependence of Educational Research, Educational Policy, and the Press (Charlottesville, VA, August 11-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Editorials; Educational Policy; *Educational Research; *Newspapers; News Reporting; *Opinions; Writing Skills
IDENTIFIERS- Editorial Policy; *Writing Contexts

The op-ed page in the newspaper can be a good place to discuss opinions and ideas that the public needs to know, but which have been ignored by the media. For example, in 1983 a speech on educational research by William Spady of the United States Office of Education was given coverage by the news media. The news media described the speech and offered opinions on it, yet presented no comments from educators who could apply their expertise to the problems of public schools. Op-ed pieces can provide an arena for important ideas that get little play in the press. These pieces elicit more feedback and provide it sooner than academic articles published for small, but more sophisticated, audiences, and, the opinion pieces have a better chance of influencing public policy. (Ten guidelines on how to write columns for the op-ed page are included.) (MS)

ED 310 423   CS 212 077

Ortizano, Giacomo L.
The Press vs. Professional Wrestling: How the Press Covered WrestleMania III.
PUB DATE- 13 Aug 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mass Media Role; Media Research; *News Media; *News Reporting; Popular Culture; Press Opinion; Publicity; *Wrestling
IDENTIFIERS- *Professional Wrestling; Wrestlers

This paper analyzes the relationship between the press and professional wrestling. It examines professional wrestling as a business and the conflicting goals of the promoters and the press. The paper focuses on how the press covered the most widely viewed professional wrestling show of all time, WrestleMania III (looking at newspaper coverage during the four weeks prior to and three days after the presentation--March 1 to April 1, 1987), and why the press covered the event the way it did. The paper also examines the media-related strategies that made WrestleMania III an important event in terms of public acceptance and media attention. Seventy-seven notes are included. (SR)

ED 310 530 EA 021 252

Joyce, Mark

Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.

New Hampshire School Administrators Association, Durham.

PUB DATE- Jun 89
NOTE- 29p.; For other documents in the series, see EA 021 251-256.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; Instructional Design; *Instructional Development; Instructional Improvement; *Instructional Leadership; *Leadership Responsibility
IDENTIFIERS- *Schiro (M)

This report is the second of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The common role of educational leaders in curriculum and instructional programs is discussed in response to the following question: How can an educational leader make sense out of the many diverse ideas, theories, and strategies that compete for inclusion in curriculum development? The solution to this question rests with the challenge of developing a thoughtful and balanced curriculum that includes a representative portion from each of four interwoven approaches based on Schiro's (1978) Scholar Academic (SA), Child Study (CS), Social Reconstruction (SR) and Social Efficiency (SE) ideologies. The SA ideology's primary goal is to teach the knowledge that has been accumulated by the culture or to enculturate the learners. The CS ideology's primary goal is to tap the individual potential of each learner. Those who follow SR Ideology believe that their primary goal is to empower all learners to transform society. SE ideology concentrates its focus on the teaching skills and knowledge that will be productive in society. (JAM)

ED 310 602 EC 221 008

Moore, Marcia S.; McLaughlin, Lisa M.

Overview of Assessment Instruments for Early Childhood Visually Handicapped.

PUB DATE- Apr 89
NOTE- 32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blindness; Compliance (Legal); Developmental Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; *Evaluation Methods; Federal Legislation; Infants; Informal Assessment; *Student Evaluation; Tests; Test Selection; *Visual Impairments; Young Children
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

To assist in implementing the requirements of Public Law 99-457, the Education of the Handicapped Ammendments, 1986, practical information is provided about 15 appropriate assessment instruments for use with visually handicapped children, ages birth through 5. Descriptive analyses of selected assessment instruments include the title, author(s), format, and comments regarding test content and administration. A review of ecological and nontest-based approaches (such as systematic observation and parent interviews) are presented, as well as unique considerations and assessment guidelines for this population. Criteria for selection of tests also are discussed. The paper also provides information on prevalence of visual handicap in this age group and the requirement of the law for assessment of developmental delay. (Author/DB)

ED 310 290 CE 053 144

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).

Jobs for the Future, Boston, MA.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; Primerica Foundation, Greenwich, CT.

PUB DATE- Mar 88

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Economic Change; Educational Change; Educational Innovation; *Educational Policy; Employment Opportunities; *Futures (of Society); Job Skills; *Prediction; *Public Policy; Relevance (Education); State Government; *Structural Unemployment

This pamphlet describes a conference that brought together more than 40 leading practitioners and researchers from 14 states and the nation's capital to address the challenges posed by the fundamental changes affecting the nation's economy. Three sessions discussed critical policy questions confronting researchers and practitioners. The first examined the art and science of projecting the future of state economies. The nation's top economic forecasters agreed that the art of forecasting has severe limitations and explored implications for practice. Suggestions included using diverse sources for gathering data, targeting industry analyses, improving regional cooperation, and building institutional capacity. The second session explored implications for practice, such as training for the skills that industry needs, improving programs for dislocated workers, confronting discrimination, and forging a new social contract. The evolving mismatch between the skills of the work force and employment opportunities was discussed. The last session considered how education and training institutions should respond to this increasingly damaging disjunction and explored implications for practice, such as giving responsibility to teachers and principals, broadening experience outside of school, supporting structural change, and changing priorities. A list of names and affiliations of participants appear at the end of the pamphlet. (NLL)

ED 310 349 CS 009 704

Dwyer, Edward J.

Strategies for Keeping Papers Organized.

PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Organization; Higher Education; Instructional Effectiveness; Secondary Education
IDENTIFIERS- *Organizational Skills; *Organizing Strategies; Teacher Needs

The amount of paperwork in teaching often seems overwhelming. This being the case, organization is essential for effective teaching. Several ideas for dealing with paper flow are useful. Box file folders or durable plastic file cases, plus an ample supply of file folders, are excellent for storing papers. Papers used in a particular class can be categorized into helpful categories: attendance; grades; handouts; plans for the next class meeting; materials that must be returned to students; class roster; papers to be graded; and course syllabus. Temporary files can be created for particular projects. Personal files for each individual student might also prove helpful. (MM)

ED 310 379 CS 009 789

Shelley, Anne Crout

Quantity and Quality of Reading Instruction as It Relates to Student Achievement in Reading.

PUB DATE- 87

NOTE- 26p.; Tables of data and reference list may not be completely legible.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; Cloze Procedure; Elementary Education; Grade 3; Grade 4; *Reading Achievement; *Reading Instruction; Reading Research; Teacher Role; *Time Management

IDENTIFIERS- Comprehensive Tests of Basic Skills; South Carolina (Piedmont)

A process-product study explored the relationship between quantity and quality of time spent on reading instruction and student achievement in reading. Subjects, 22 third and fourth grade teachers and their 480 students in a small school district in the Piedmont region of South Carolina, used self-report logs to record the quantity of time devoted to reading instruction and a specially designed observation instrument to measure the quality of instruction. Student achievement was measured with a Cloze test and the Comprehensive Test of Basic Skills, and correlations were computed between quantity and quality of time spent on reading instruction and the two achievement measures. The lack of statistically significant findings may be accounted for by incorrectly completed self-report logs and questionable interrater reliability in the operation of the observation instrument. An ad hoc analysis of the study suggests that an emphasis on the pre-teaching component of reading instruction should be a step toward more effective reading instruction. (Six tables of data are included and 28 references are attached.) (RS)

ED 310 439 CS 506 720

Ivers, Susan C.; Clift, Charles E.
A Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s.
PUB DATE- 27 May 89
NOTE- 46p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Information Sources; Literature Reviews; Mass Media Role; *Research Needs; Scholarship; *Television Research
IDENTIFIERS- *Academic Community; *Public Broadcasting

The academic community in the United States for the most part has failed over the past decade to focus its attention on the preservation and improvement of the American public broadcasting system, either through institutionally cooperative, sponsored research or independently generated work. That public broadcasting research has been neglected because of the lack of a forum for its presentation, is shown in the results of a literature search: 60 examples of public broadcasting published articles, conference papers, and dissertations. Academic apathy has contributed to this situation, and by allowing academic voices to remain "quiet" on the subject of public broadcasting, scholars risk losing both the opportunity to discuss public broadcasting and the very medium itself as it was envisioned. (Two tables of data are included; 10 notes, 24 references, a 60-item bibliography of public broadcasting research, and a 19-item bibliography of Corporation for Public Broadcasting research are attached.) (RS)

ED 310 485 EA 020 915

Adams, Don, Ed.
Partnerships That Work!
SPONS. AGENCY- World Book, Inc., Chicago, IL.
PUB DATE- Feb 89
NOTE- 108p.; Also funded in part by Pizza Hut, Inc.
AVAILABLE FROM- InfoMedia, Inc., 1132 Gershwin Drive, Largo, FL 34641 ($24.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cooperation; *Cooperative Programs; Corporate Support; *Educational Improvement; Educational Quality; Elementary Secondary Education; Excellence in Education; Participative Decision Making; *School Business Relationship; School Districts

This theme issue of the monthly Partnerships in Education (PIE) journal focuses on new collaborations, new educational challenges, and some examples of exemplary partnership programs at work in school districts across the country. Each of the 22 chapters was written by those who either direct or coordinate a partnership program. Partnership programs are a tool used to support school improvement efforts. The following businesses or institutions have formed partnerships and are included in the book: (1) ARCO; (2) New York City School Volunteer Program; (3) World Book Encyclopedia; (4) Portland (Oregon) Investment; (5) Rochester (New York) Brainpower; (6) Houston (Texas) Business Promise; (7) Hartford (Connecticut) Early Learning Partnership; (8) Ounce of Prevention Fund (Chicago businesses); (9) Harriet Tubman Elementary School (Newark, New Jersey); (10) Pizza Hut; (11) San Francisco (California) School Volunteers; (12) Time Inc.; (13) Security Pacific Corporation; (14) Career Beginnings; (15) IBM; (16) Dade Partners (Miami, Florida); (17) Los Angeles (California) Adopt-A-School-Program; (18) Memphis (Tennessee) Adopt-A-School-Program; (19) Private Initiatives in Public Education; (20) Purchase Westchester (New York) School Partnership; (21) National Foundation for Improvement of Education; and (22) Exxon Education Foundation. A resource guide is included that provides the name, title, address, and telephone number of the contact person for each of the programs highlighted in the book. (SI)

ED 310 500 EA 021 210

Turner, Richard L.; Camilli, Gregory

The Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Faculty Development; *Incentives; *Labor Turnover; Promotion (Occupational); *Teacher Promotion; *Teacher Salaries; *Teaching Experience

IDENTIFIERS- *Colorado

Teachers' salary schedules are not ends in themselves; rather, they are linked to the middle-range personnel objectives that include: (1) having a large applicant pool from which to choose; (2) reduced teacher turnover; and (3) increased average teacher experience in the district, with a larger percent of masters' degrees. Salary schedules from 103 Colorado school districts were classified into three variables that represented the teaching experience dimensions of the schedules. A significant relationship between the magnitude of educational incentive and middle-range objectives was found to exist. Periodic salary increases that occur beyond the regular schedule of pay increases positively influence the amount of teaching experience in the district, as does the total number of regular increases in the salary schedule. In turn, the percentage of teachers with the master's degree and the average amount of teacher experience in the district are significant determinants of math and reading achievement in the elementary school and to a lesser degree (but still present) in the high school. (3 tables and 5 footnotes) (KM)

ED 310 304 CG 021 880

McChesney, Kay Young
Macroeconomic Causes of Family Homelessness.
PUB DATE- 27 Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family (Sociological Unit); *Family Problems; Federal Programs; *Homeless People; Housing Needs; Low Income Groups; *Poverty; *Public Policy; *Well Being

The welfare of American families improved steadily for over 20 years after World War II. After the War on Poverty of the 1960s, the number of people living in poverty fell, reaching its lowest point in 1973. During the 1980s, homeless families, including those living in the streets, in cars, and in shelters seemingly appeared out of nowhere. As stories about them began to appear in the news media, citizens were shocked and wondered why there were homeless families. The answer is now obvious. Given the rapid increase in poverty among families between 1979 and 1983, continuing high levels of family poverty, and the continuing decrease in the availability of housing poor families can afford, family homelessness was inevitable. The private sector, responsive by definition only to the profit motive, cannot produce housing at a low-enough cost to be affordable to low-income families. If real changes in poverty policy and housing policy are made, accompanied by increases in spending, there could be a decrease in the total number of homeless families. Unless that happens, family homelessness, with all its attendant trauma and long-term consequences to children and parents alike, is here to stay. (ABL)

ED 310 320　　　　　　CG 021 896

Jazwinski, Christine H.; And Others
Judgments of Sexism on the Job: An Attributional Model.
PUB DATE- May 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Attribution Theory; Case Studies; College Students; Employed Women; *Employer Employee Relationship; Higher Education; *Morale; *Promotion (Occupational); *Sex Bias; *Sex Discrimination; Student Attitudes

Perceptions of supervisor bias can profoundly affect organizational climate and employees' morale. Based on attribution theory, it was predicted that bias would be used to explain denial of promotion when the employee had been expected to succeed. It was also predicted that social comparison information detailing the similar plight of peer women or the good fortune of peer men would enhance attributions of sexism. College students (N=60) read the career histories of women who had been denied promotion by their male bosses. Expectations of success were manipulated by presenting information that indicated level of ability and quality of the employee's past performance. Participants explained the denial of promotion by rating the employee's ability and effort, the difficulty of her job, and the supervisor's sexism and incompetence. Results supported predictions. Magnitude of attributed sexism was greater when the employee was described as having both high ability and an excellent record of past performance. Both information concerning the similar plight of peer women and the good fortune of peer men increased the magnitude of attributed sexism. Further support for an attributional model of bias was obtained from ratings of employees' effort and job difficulty. Limitations of the generality of the findings are discussed, and references are include, along with three data analysis graphs. (Author/TE)

ED 310 364 CS 009 768

Raban, Bridie

Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.

PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Case Studies; Foreign Countries; Language Acquisition; Language Proficiency; Primary Education; *Reading Writing Relationship; Student Writing Models; Writing (Composition); *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Childrens Writing; England

One of the tasks for the British National Curriculum Council has been to identify steps toward proficiency in the English language and, on that basis, issue descriptions of appropriate progress for students at each level and stage. There is a danger that teachers may view these steps as a linear sequence of accomplishments, each to be achieved in turn. Rather, language learning needs to be seen as recursive. Young writers are learning to make their texts explicit to a reader by using, for example, linguistic connectives which give a sense of coherence to the writing. In an analysis of speech and writing samples from five year olds, a greater variety of connectives was found in speech than in writing. However, six year olds in the same study displayed the reverse finding. It was also found that they demonstrated a greater syntactic range when writing was purposeful. Writing samples taken from seven and eight year olds at a suburban primary school in England illustrate a number of different ways in which developing writers take account of a reader. Much of what these young writers are doing in their writing represents embryonic forms of what can be found in the writing of mature authors. The youngsters know how to provide context for their stories, how to build tension and excitement, and how to keep the attention of a reader. They also manipulate devices which make it known that they are aware of the reader and handle changes of time and parallel sequences. Teacher intervention will support these young writers best if it is informed by a deeper understanding of what young writers can do. (MG)

ED 310 394 CS 212 026

Coward, John M.

Indians and Public Opinion in the Age of Reform: The Case of the Poncas.

PUB DATE- 10 Aug 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *American Indians; Journalism History; Land Acquisition; Media Research; *Newspapers; News Writing; *Publicity; *Public Opinion; United States History
IDENTIFIERS- Dawes Allotment Act 1887; Nineteenth Century History; Oklahoma; *Ponca (Tribe); Reform Efforts

News and editorial coverage of the Ponca controversy of 1879 was investigated in an effort to discover why and how this particular Indian story became a national crusade. The Ponca campaign helped promote reform-minded legislation which conferred new rights on the Indians and promised to speed their assimilation into mainstream society. The Dawes Act, which granted individual Indians tracts of land, was the culmination of the nineteenth century Indian reform movement. With publicity-minded reformers leading the way, the newspapers played a major part of the Ponca campaign and became promoters of the Indian reform movement. Without sympathetic news coverage and supporting editorials, in fact, opposition to Ponca removal and support for Indian reform could not have attained the level of public attention that it did. Since the Poncas were peaceful people and had been clearly wronged by the Indian Bureau, it did not take much editorial courage to support their tribe. Press coverage of the Ponca affair was less the result of journalistic enterprise than of the activists on both sides. The newspapers never covered the story until after it had been promoted and then carried the story only through the lecture tour which had been arranged. Because the press was dependent on various partisans for its information, many issues of the Indian reform movement were never discussed or critically examined. By failing to investigate the story fully, the papers contributed to the superficial nature of the Indian debate. (Seventy-two notes are included.) (MG)

ED 310 455 CS 506 782

Pinzon, Charles M.

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.

PUB DATE- 30 Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Advertising; Attitude Measures; *College Graduates; Competence; Higher Education; *Job Performance; *Job Skills; *Middle Management; National Surveys; Occupational Surveys
IDENTIFIERS- Advertising Agencies; *Advertising Industry

To measure attitudes toward advertising program graduates versus non-advertising graduates, a study was conducted of advertising managers nationwide and advertising agency middle managers in New York, California, Illinois and Texas. Two hundred and eighty-three self-administered questionnaires were completed. Results included the following findings: (1) there was a significant difference of opinion between sample populations, with advertisers ranking college advertising program graduates significantly higher than advertising agency middle managers; (2) the more entry level personnel advertisers interviewed, the more negative their attitudes toward the perceived abilities of advertising graduates; and (3) in agencies, the longer the respondent's experience, the higher the skills rating. (Five tables of data and 34 notes are included.) (SR)

ED 310 470 CS 506 808

Schrader, David C.; Schrader, Elizabeth L.
A Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
PUB DATE- Apr 89
NOTE- 49p.; Revised version of a paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; College Students; Communication Research; Comparative Analysis; *Compliance (Psychology); Higher Education; Interpersonal Communication; Locus of Control; *Medical Services; *Nurse Practitioners; *Physician Patient Relationship; *Physicians
IDENTIFIERS- *Communication Strategies; Health Communication; *Nurse Patient Relationship

Since the ultimate effectiveness of any health care encounter rests in the provider's ability to gain the compliance of his or her client toward the prescribed medical treatment, a study compared clients' perceptions of the compliance-gaining strategies of both physicians and nurse practitioners, and investigated whether these perceptions were mediated by clients' self-reported health locus of control, or by seriousness of illness. Subjects, 121 students at a large midwestern university who had visited the campus Student Health Center within the last 4 months, rated compliance-gaining strategies for both physicians and nurse practitioners across three health care scenarios. The three scenarios represented the extremes and the median in subjects' severity of illness ratings of 10 health care scenarios. Results indicated that subjects perceived physicians more favorably than nurse practitioners in their use of the "request for feedback" strategy across all three health care scenarios. Nurse practitioners were perceived more favorably than physicians in their use of the "reassurance and empathy" strategy in one of the three scenarios. Perceptions of physician and nurse practitioner use of the remaining four strategies did not differ significantly. In addition, self-reported locus of control did not discriminate subjects' perceptions of health care provider, compliance-gaining strategy, or severity of illness. (Nine tables of data are included; 47 references and three appendixes--containing a list of compliance-gaining strategies, a health locus of control scale, and the 10 medical scenarios--conclude the study.) (SR)

ED 310 515 EA 021 235

Tsukada, Mamoru
Tracking System and the Informal Education in Japan.
PUB DATE- Dec 86
NOTE- 43p.; Paper presented at the Annual Meeting of the Western Region of the Comparative and International Education Society (Manoa, HI, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Educational Strategies; Foreign Countries; *Grouping (Instructional Purposes); *High Schools; Student Placement; *Teaching Methods; *Track System (Education)
IDENTIFIERS- *Japan

The tracking system is a core aspect of the educational stratification in schooling. This document examined the applicability of the tracking system concept by utilizing an indepth case study of an informal educational institution, the yobiko, in Japan where high schools employ an institutionalized tracking system. Data collection methods included participant observations, unstructured interviews, self-administered questionnaires, and composition writings. Seventy-two students were interviewed. Findings indicate that there is a correspondence between the tracking system of high schools and the tracking system in the yobiko, and it is explained in terms of different "ideal-types" of high schools. The tracking system in the yobiko tends to affect students' perspective on their life and college education. Self-evaluation is affected by the tracking system of both high schools and the yobiko. The findings in this study offer some ambivalent evidence to the controversy between revisionist and meritocratic views of tracking: the study, however, did not utilize the very important variable of family background. (32 references) (SI)

ED 310 589 EC 220 793

Special Education Resource System Guidelines. Revised.
Texas Education Agency, Austin.
REPORT NO.- TEA-AD8-330-02
PUB DATE- Aug 88
NOTE- 38p.
AVAILABLE FROM- Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clearinghouses; *Disabilities; Educational Technology; Elementary Secondary Education; *Information Services; *Instructional Materials; *Learning Resources Centers; School Districts; Special Education

A Special Education Resource System (SERS) is a local school district's clearinghouse for all instructional materials used to teach handicapped students in any given instructional arrangement. It gives teachers ready access to instructional resources that correlate with the district's curriculum objectives and the student's individual educational plan. Services offered by a SERS may include loaning materials and equipment, training personnel to use materials and educational technology, providing access to information retrieval programs, disseminating information, and providing other services related to instructional materials. Implementation of a SERS begins with a needs assessment, followed by consideration of policies, funding and support services, staffing, organizational plan, and inventory of holdings. The materials collection is operated through selecting and analyzing materials, ordering, receiving, accessioning and classifying, cataloging, distributing, and purging. The SERS collection and services should also be evaluated periodically. Appendices include a list of criteria for the selection of instructional materials and a sample SERS newsletter. (JDD)

ED 310 545 EA 021 275

Wendel, Frederick C.
An Introduction to the Assessment Center Method.
PUB DATE- Oct 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Assessment Centers (Personnel); Elementary Secondary Education; *Evaluation Methods; Evaluation Research; *Job Performance; Management Development; *Personnel Evaluation; *Personnel Selection

This document defines the standards and characteristics of an assessment center. An assessment center consists of a standardized evaluation of behavior based on multiple inputs. Multiple trained observers and techniques are used. Judgments about behavior are made, in part, from specially developed assessment simulations. These judgments are pooled by the assessors at an evaluation meeting during which all relevant assessment data are reported and discussed, and the assessors agree on the evaluation of the dimensions and any overall evaluation that is made. A "typical" assessment center is discussed, followed by an analysis of the three major elements of an assessment center: (1) skills dimension; (2) assessment exercises and activities; and (3) assessors. Finally, a brief overview of research studies on assessment centers is offered. (16 references) (SI)

ED 310 575 EC 220 779

Skakun, Vivian
Integration--How Can We Make It Work?
PUB DATE- 88
NOTE- 9p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Consultation Programs; *Disabilities; Elementary Secondary Education; Heterogeneous Grouping; Individualized Instruction; Interdisciplinary Approach; Interpersonal Competence; *Mainstreaming; Peer Teaching; Social Integration; *Teaching Methods
IDENTIFIERS- Curriculum Based Assessment

The paper describes practical strategies to support the integration of children with disabilities into regular classes. Modifications in the classroom that facilitate integration include individualized instructional methods, use of the Adaptive Learning Environments Model, cooperative learning strategies, heterogeneous grouping within the classroom, social skills training, curriculum-based assessment, ecological problem solving through consultation with the regular teacher, a clear decision-making process, peer tutoring, an integration facilitator, class sponsorship, and buddying. (DB)

ED 310 247 CE 053 050

Workforce 2000. A Bibliography.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- AD-426-BK-88
PUB DATE- Dec 88
NOTE- 24p.
AVAILABLE FROM- Dissemination and Diffusion Section, Bureau of Research, Dissemination, and Evaluation, Division of Vocational, Adult, and Community Education, Department of Education, Knott Building, Tallahassee, FL 32399.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Citations (References); Educational Needs; *Employment Projections; *Futures (of Society); *Labor Force; *Labor Needs; Periodicals; Postsecondary Education; School Role; Secondary Education; *Vocational Education

This bibliography contains citations locating information about the future U.S. work force. Because of demographic, economic, and technological developments, significant changes are predicted in both the nature of work and the composition of the work force by the year 2000. Projections, viewpoints, and suggested responses to these changes from governmental agencies, from the business community, and from educators are included in the bibliography. Also included are citations addressing the role of the educational system--particularly vocational education--in meeting the challenges of preparing the future work force. Citations in the bibliography include administrative material, books, information analyses, journal articles, opinion papers, reports, and statistical material. Materials for inclusion in the bibliography were located through the Florida Educational Information Service by searches of computerized retrieval systems, specifically the ERIC (Educational Resources Information Center) database, ABI/INFORM business database, Government Printing Office Publications Reference File, and MANAGEMENT CONTENTS database on DIALOG. Each reference contains title, date, developer, summary, format, and availability. (KC)

ED 310 261   CE 053 078

Fosler, R. Scott
The Future Economic Role of Counties. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Mar 88
NOTE- 17p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *County Programs; Economic Change; *Economic Development; *Economics; *Futures (of Society); *Government Role; International Trade; *Local Government; Productivity; Regional Programs

The economic role of counties is changing profoundly because of a revolutionary restructuring of the world economy and related changes in federalism. Three major forces are restructuring the economy: overcapacity in traditional industries, the emergence of new technologies that are creating new service and knowledge-based industries and transforming old industries, and globalization in production and technology. These forces are transforming the economic role of federal, state, and local governments in the following ways: (1) the United States' economic dominance in the world has lessened; (2) the federal government's traditional macroeconomic tools of fiscal and monetary policy are not as effective in guiding national economic performance in an interdependent world economy; (3) the ability of the federal government to shape the country's economic future is constrained by huge budget and trade deficits; and (4) states and localities will have greater responsibility and greater opportunity to shape their own economies in a competitive world. As geographical building blocks of the new political economy, counties should build the foundations for economic vitality in the new economy; strengthen the process of economic development; develop the regional economy; advocate sound economic policy at the state and federal levels; strengthen management to become proactive in managing events; and confront the key political choices that will affect the country's economic future. (KC)

ED 310 275 CE 053 095

Introduction to Welding. Instructor Edition. Introduction to Construction Series.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 188p.; For related documents, see ED 301 716-722.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.57: $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; *Construction (Process); *Metal Working; *Skilled Occupations; Trade and Industrial Education; *Welding
IDENTIFIERS- Oklahoma

This document contains the materials necessary to teach four instructional units on welding that are designed to prepare learners for entry-level employment. The following instructional units are presented: (1) welding materials; (2) welding tools; (3) welding layout and basic skills; and (4) oxyacetylene cutting. The document begins with a copy of the Introduction to Welding Competency Profile, on which the trainee's progress toward meeting instructional objectives can be recorded. A short chapter that explains how the document should be used precedes the instructional materials. Instructional materials for each unit include some or all of the following elements: (1) performance objectives; (2) suggested activities; (3) "must know" content, essential for meeting the cognitive objectives of the unit; (4) job sheets; (5) tests; (6) answers to tests; and (7) transparency masters. (CML)

Stanley, Patricia D.
Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana.
PUB DATE- Sep 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Consultation Programs; *Counseling Effectiveness; *Counseling Techniques; Elementary Secondary Education; Exceptional Persons; Individual Counseling; *Intervention; Reinforcement; School Counseling; *School Psychologists
IDENTIFIERS- *Louisiana

A major emphasis in Louisiana school psychologists' jobs involves interventions with, and evaluations of, children classified as behavior disordered, learning disabled, and mildly mentally handicapped, as well as by regular education students. In assessment, both traditional and behavioral instruments are employed. In intervention, the emphasis is on behavioral techniques. The purpose of this study was to identify favored intervention techniques currently being implemented by school psychologists practicing in Louisiana. In order to identify both traditional favorites and creative interventions, questionnaires were mailed to 147 school psychologists with 39 usable responses returned. Questionnaires included demographic data, estimated time spent serving specific groups and performing certain tasks, and specific examples of both traditional and creative behavioral interventions which the school psychologist found effective. Individual counseling, general behavior modification, reinforcement of appropriate behaviors/academic success, and consultation were among the most frequently mentioned interventions. Least favored were relaxation, overcorrection, response cost, group counseling, token economy, and cognitive behavior modification. (ABL)

ED 310 350 CS 009 753

Torres, Judith Stern; And Others
A Study of the Impact of the Revised Educational Options Admissions Policy, 1987-88. Research Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jul 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; Educational Research; High Schools; Program Evaluation; Public Schools; Selective Admission; Urban Schools
IDENTIFIERS- *Educational Options Program NY; New York City Board of Education

A study in New York City examined the 1987 entering Educational Options high school class, the first group admitted under a revised admissions policy designed to increase access to specialized high school programs for students whose academic performance might otherwise have precluded their admission. The revised admissions policy mandated that one-half of the students be assigned to the program randomly, and that one-half be selected by the Educational Options programs. It also indicated that 16% of the students to be admitted read below average and 16% read above average. Findings indicated that: (1) no significant differences existed between the two groups in the distribution of gender, average age, or percent entitled to bilingual/ESL services; (2) no significant differences were found in the percentage of students who left the public school system; (3) maintenance of slightly higher reading scores, mathematics achievement, and attendance level were found for the selected groups of students than for the random groups of students; (4) the selected groups earned about one credit hour more than the random groups after 1 year; and (5) of the Educational Options programs admitting 50 or more students, the majority deviated from the prescribed distribution of reading scores and over-represented low achievers. (Ten tables of data are included.) (RS)

ED 310 409 CS 212 060

Earthman, Elise Ann
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; Graduate Students; Higher Education; Literature; Protocol Analysis; *Reader Response; *Reader Text Relationship; Reading Comprehension; *Reading Processes; Reading Skills
IDENTIFIERS- *Aesthetic Reading; Reader Response Criticism; *Reading Behavior

A study examined the ways in which college readers interact with literary texts. The method of interviews and think-along protocols, in which a text was read aloud by the subject while he simultaneously verbalized his thoughts, was used to compare the reading processes of eight college freshman to those of eight masters students in literature who have larger stores of discipline-specific knowledge and a repertoire of strategies for approaching a text. The results indicated differences in the following areas: (1) the ways that readers made inferences in order to fill in missing information in a text; (2) the ways that readers respond to what Iser has called the "repertoire" of the text; and (3) the readers' ability to vary their perspective as they were reading the text. (KEH)

ED 310 424 CS 212 078

Knudson, Ruth E.

The Effective Teaching of Writing: Research into Practice. Teacher's Guide: Teaching Students To Write in Response to Informational Writing Tasks.

PUB DATE- 89
NOTE- 12p.; Materials developed from Ph.D. Thesis, "Effects of Instructional Strategies on Student Writing." Dissemination of project partially supported by a grant sponsored by the University of California. For related report, see CS 212 079.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cues; Grade 4; Grade 6; Grade 8; Instructional Materials; Intermediate Grades; Junior High Schools; *Reading Writing Relationship; Teaching Guides; Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Models; Writing Strategies

This teacher's guide was designed to be used with instructional materials, contained in 16 packets and organized around writing prompts, developed and adapted for a research study on informational writing with fourth, sixth, and eight grade students. The guide points out the most instructive method for using the prompts, discusses various methods for evaluating student work, and reviews the effectiveness of free writing. An appendix with scoring guide for writing tasks is attached. (KEH)

ED 310 440 CS 506 721

Ivers, Susan C.

Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television.

PUB DATE- Apr 89
NOTE- 51p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Federal Legislation; Participant Observation; *Policy Formation; Programing (Broadcast); *Public Television; Television Research
IDENTIFIERS- Congress 100th; Corporation for Public Broadcasting; *Independent Television Producers; Policy Issues; Policy Research

A study examined the agenda setting and policy decision-making strategies utilized by independent public television producers to incorporate an independent production service into public broadcasting reauthorization legislation during the 100th Congress (1987-1988). Public policy analysis techniques from a political science perspective and participant observation conducted during the researcher's work with the House of Representatives Subcommittee on Telecommunications and Finance sessions are used in the study. Findings indicated that although independent producers succeeded at both problem definition and alternative selection strategies, identifying a need for more diverse programming in public television and offering independent production service as an alternative, vague statutory language may result in troubled implementation. Findings also suggest that the independent production service can be viewed as a case study for a series of larger questions, each dealing with forms of public access to the public broadcasting system. (Eleven notes, 47 references, the Corporation for Public Broadcasting's Definition of an Independent Production, and excerpts from Senator Daniel Inouye's remarks concerning the Public Telecommunications Act of 1988 are attached.) (Author/RS)

ED 310 531 EA 021 253

Garland, Virginia
Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
New Hampshire School Administrators Association, Durham.

PUB DATE- Jun 89
NOTE- 28p.; For other documents in the series, see EA 021 251-256.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Excellence in Education; *Needs Assessment; Occupational Information; *Personnel Evaluation; Personnel Management; School Administration; *Superintendents; Supervision; *Supervisory Methods

This report is the third of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The superintendent's role in the supervision of the administrative staff is discussed in four parts. A review of the literature in section 1 addresses several of the difficulties faced by superintendents in assessing an administrator's performance. Concepts such as discriminant function analysis, multidimensional input, instructional leadership behaviors, evaluator bias, managing by wandering around, and merit pay are considered. Controversial issues, including differentiating between elementary and secondary principals, visibility of the superintendent, and teacher input in the evaluation of the principal are also analyzed. Section 2, on needs assessment, provides the superintendent or aspiring superintendents with four questionnaires that can be used to determine the effectiveness of the currently used evaluation and supervision processes within any organizational framework. Suggested criteria for evaluation instruments are indicated in the third section. Finally, a listing of the more significant resources on the supervision of administrators is offered in section 4. (JAM)

ED 310 603 EC 221 009

Howard, Molly P.; And Others

Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.

PUB DATE- Apr 89

NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Basic Vocabulary; *Beginning Reading; Functional Reading; *Instructional Effectiveness; Kinesthetic Methods; *Moderate Mental Retardation; *Multisensory Learning; *Reading Instruction; Secondary Education; Training Methods; Word Lists; *Word Recognition

The study investigated the effectiveness of an ecological inventory and screen writing for the acquisition of reading words for secondary-aged moderately mentally handicapped students. The study utilized an ecological inventory model which is an adult-referenced curriculum based on adult tasks and local resources and environments, rather than on the developmental stages of childhood. Parents and caretakers were interviewed and a list of food words to be taught with screen writing reinforced by direct experience was assembled. Screen writing on a textured surface, involving visual, auditory, tactile, and kinesthetic input, was used for instruction with 11 subjects, aged 14 to 20. Results indicated that screen writing and field experiences yielded higher word recognition gains than traditional (flash card) methods of auditory/visual presentation of the word(s) combined with field experiences. (Author/DB)

Li, Liu

Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- B-169
PUB DATE- 89
NOTE- 104p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; Contrastive Linguistics; Determiners (Languages); *Error Patterns; *French; Grammar; Higher Education; Interference (Language); *Learning Processes; Oral Language; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; Verbs; Writing (Composition)
IDENTIFIERS- Chinese People

A study investigated the process of learning French by Chinese students, as revealed by student errors in 48 compositions and 33 oral reports. Grammatical, or competency, errors were categorized by type and frequency. Analysis of the results shows the most frequent errors to be, in declining order of occurrence: in the use of articles; choice of words; in verbs; and in syntax. Contrastive analysis of Chinese and French revealed the origins of the errors. The number of errors was higher when the differences between the native language and the second language were greater, and most errors were the result of interference of the native language, confirming the theory that differences constitute learning barriers. It is proposed that the error patterns observed can be used in altering instruction. Further research in error pattern changes over a longer period of instruction, exhaustive analysis of each error category, and comparison of oral and written error patterns are recommended. A four-page bibliography is included, and a list of errors is appended. (MSE)

ED 310 233 CE 052 997

Sensi, D.; Pierret, M.

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.

European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- Jun 89

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Females; Foreign Countries; *Job Training; Postsecondary Education; *Program Evaluation; Research Methodology; *Vocational Education; *Womens Education

IDENTIFIERS- *European Economic Community

The educational authorities of the Member States of the European Economic Community have begun to study the evaluation of vocational training programs. The study first will probe two strategic questions: (1) evaluation--to what end and by whom should evaluation be made?; and (2) what should be evaluated? The first program slated to be evaluated is training for women. The initial studies will open up a new field of work on evaluation in which individual cases will be studied within a general context. A preliminary finding in the study of women's training is that mathematical techniques have been only partially applied to evaluation techniques. Many questions can be posed in the area of training for women and used for evaluation of other areas. (A guide for the design of a vocational training evaluation is included in this report.) (KC)

ED 310 380 CS 009 792

Cintavey, Kathleen
A Correlational Study of Attendance and Gain Scores Using the Gates-MacGinitie Reading Tests.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; *Attendance; High Schools; High School Students; Reading Ability; *Reading Improvement; Reading Research; Reading Skills; Reading Tests
IDENTIFIERS- *Gain Scores; Gates MacGinitie Reading Tests; Ohio

A study investigated the relationship between attendance and reading ability and the difference in attendance or reading ability attributed to gender or race. The measuring instrument was the Gates-MacGinitie Reading Tests. An interracial group comprised of 33 students, 18 males and 15 females, was placed in a semester-long reading improvement course offered by Admiral King High School in Lorain, Ohio. Tests were administered both at the beginning and end of the course. Using the Peason r, students' gain scores correlated positively with the number of days present in class. Results appeared to be independent of gender or race. (Three tables of data are included.) (KEH)

ED 310 456 CS 506 786

Berkowitz, Dan

Information Subsidy and Agenda-Building in Local Television News.

PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Commercial Television; *Information Sources; *Local Issues; *News Reporting; Public Relations; Television Research
IDENTIFIERS- Indiana (Indianapolis); *Information Subsidies; Local Media; Local News

To examine the agenda-building process in local television news, a study collected data in the newsroom of a network-affiliate television station in Indianapolis, Indiana, during a four-week period. Assignment editors and producers were observed as they selected from among the information subsidies they received in the mail (including news releases, meeting announcements, magazines, press kits, invitations, and information about satellite feeds or videotapes); all items discarded were saved for analysis, and items kept for the station's future file were noted. Findings indicated: (1) that news decision-makers discarded 78% of the information subsidies and kept 22% (in this first filtering); (2) that information from non-profit organizations and interest groups was kept most frequently, while that from government-related sources and businesses was kept least frequently; (3) that subsidies with a city setting were kept most frequently, with a lower proportion of state and national stories retained; and (4) that planned event items were kept much more frequently than informative material, though 68% of the information subsidies received were informative materials rather than event-related. The keys to successful information subsidy appeared to be local relevance and the ability to provide concrete news events. (Four tables of data and 22 notes are included.) (SR)

ED 310 501 EA 021 211

Baker, Janice; Sansone, Janet

Interventions with Students At-Risk for Dropping Out of School: A High School Responds.

PUB DATE- Apr 88
NOTE- 21p.; An earlier version of this paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; *Dropout Prevention; Dropout Rate; Dropout Research; *High Risk Students; High Schools; *Intervention; *Potential Dropouts; *School Personnel

Dropout prevention has become a compelling priority for school personnel. But high school dropout research leaves many school variables largely unexamined. This study describes a staffing committee that had been established in a large urban high school during the 1986-87 school year and responded specifically to referrals of students who were considered to be at-risk for dropping out of school before graduation. The paper discusses the difficulty of implementing interventions and the effectiveness of the interventions. The committee was responsible for monitoring persistent problems of at-risk students: excessive and chronic academic failure, low attendance rates, and inappropriate school conduct. Interventions included individual accommodations as well as building-level, district-level, and community-level programs. The consideration of options for intervention within the school itself is recommended. The follow-up interview and a list of interventions are attached. (14 references) (SI)

ED 310 560 EC 220 764

Munger, Gail F.; And Others

How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference.

PUB DATE- 88

NOTE- 18p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected individual papers, see EC 220 765-782.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Decision Making; Diagnostic Teaching; Evaluation Methods; *Graphs; Recordkeeping; Severe Disabilities; *Special Education Teachers; *Student Evaluation; *Teacher Attitudes; *Trend Analysis

IDENTIFIERS- *Data Based Program Development; *Frequency of Measurement

This study addressed the question of whether teachers' judgments differ according to the frequency of data collection on student performance and the type of trend. The study also investigated whether teachers' judgments, based on different types of graphs (ascending, descending, flat, or variable), vary with the frequency of data collection. A set of 16 graphs of actual student performance data was analyzed by 59 teachers of students with moderate to profound handicaps. Results indicated that, when asked to evaluate student performance, teachers' judgments tended to be consistent and accurate when the graphed data represented continuous and systematic improvement in performance. However, when the data represented a decrease in performance, no change, or highly variable performance, teachers' judgments tended to differ according to the frequency of data collection. When asked to make program recommendations, teachers' judgments tended to differ according to the frequency of data collection for all types of trends. (Author/DB)

ED 310 631 FL 018 137

Arnau, Joaquim

Conversational Interaction Strategies of Teachers in Catalan Immersion Classes.

PUB DATE- 31 Mar 89

NOTE- 20p.; This research has been financed and supported by the Teaching Department of the Autonomous Catalana Government.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; *Classroom Communication; *Classroom Techniques; Comparative Analysis; Foreign Countries; *Immersion Programs; *Interaction; Kindergarten; Language Research; Native Language Instruction; Primary Education; Spanish; *Teacher Behavior; Teacher Student Relationship; Teaching Methods; Uncommonly Taught Languages

IDENTIFIERS- *Catalan; *Spain

A study analyzed and compared the classroom interactional strategies of two teachers of Catalan immersion classes and one teacher of Spanish as a native language in Spain at the kindergarten level. The theoretical framework guiding the study is based on analysis of the native-speaker/non-native-speaker distinction. Two comparisons were made: (1) the "orientation towards conversational task" set for the children by the teachers, including control and direction of the conversation, form and function of epistemic questions, and the teacher's response to communicative breakdowns, and (2) the body of interactional strategies, including confirmation checks, comprehension checks, clarification checks, repetitions of the pupil's statement, expansions, semantic correction, and metalinguistic correction. Results show that the immersion and native-language teachers had a very similar orientation to the conversational task, with most significant variations occurring between teachers and not between educational situations. Immersion teachers did formulate more redundant questions to reinforce certain structures or linguistic elements. The proportion and variety of interactional strategies was also found to be very similar among teachers. Explanations are offered. A brief bibliography is appended. (MSE)

ED 310 291 CE 053 176

Roper, John J.
Report on the Massachusetts Field Test of the Applied Communication Curriculum.
SPONS. AGENCY- Massachusetts Univ., Boston.
PUB DATE- 31 Aug 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Curriculum Evaluation; *Field Tests; *Instructional Material Evaluation; Instructional Systems; Learning Modules; Secondary Education; Sex Differences; Vocational Education
IDENTIFIERS- *Applied Communication

This study was conducted to field test the Applied Communications curriculum, a curriculum intended for both vocational and comprehensive school students in the mid-50 percent of the school by class standing. The field test sought to determine if teachers found the materials effective in teaching communications skills to such a population, how students reacted to this instruction, and if there were a most effective grade level or instructional strategy for such a course. Students at four schools were taught a course for 1 year using the Applied Communications instructional system. Both teachers and students were surveyed during the year. The teachers found the materials to be effective in teaching communication skills to their students. They suggested that future teachers need to augment the materials significantly in some areas in order to call the program "English," but that access to such materials was a big advantage. Their group reaction was that the best instructional setting might be in grade 9 or 10 for many of the units and that, in some cases, a good place to begin teaching might be the module entitled "Working in Groups." Sixty percent of the students answered that they felt that instruction in communications belongs as a part of their English course and 55.3 percent said that they would recommend such a course to their friends. Boys liked the course more than the girls. (Three appendices are attached: a list of the names of field test schools, the evaluation instruments, and a copy of the student responses. A three-item bibliography is also included.) (NLL)

ED 310 305 CG 021 881

Kryder, James S.
An Annotated Bibliography of Literature Dealing with Brain Functions and Brain Growth.
PUB DATE- Jul 89
NOTE- 33p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Brain Hemisphere Functions; Elementary Secondary Education; *Lateral Dominance; Literature Reviews; Middle Schools

This document discusses the problem of teachers who teach primarily to the left hemisphere of the brain, not allowing the right-brain dominant student to expand his creative ability. It presents information about brain structure and function for educators. A glossary of 25 terms is provided with sources of the definitions. Annotations summarizing articles from professional journals and lay sources are provided. Ten annotations are included on the topic of functions of the cerebral hemispheres, six annotations are included on the topic of brain growth, and seven annotations are included on the topic of education and curriculum changes. The document concludes that modification of the curriculum at the middle school level will greatly improve the educational system, noting that the needs of right-brain children must be met and the specialized functions of each hemisphere must be enhanced. It is suggested that this type of holistic approach will meet the needs of all students, whether right or left hemisphere dominant. (The appendix includes diagrams of resident functions of left and right hemispheres and a comparison of Piagetian substages and Epstein spurt years.) (ABL)

ED 310 395 CS 212 027

Coward, John M.
News and the "Indian Problem" in the Antebellum Period.
PUB DATE- 11 Aug 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *American Indian History; *Cultural Differences; *Culture Conflict; Ethnic Stereotypes; Ethnocentrism; *Journalism History; Newspapers; *News Reporting; Press Opinion; United States History
IDENTIFIERS- Cultural Hegemony; *Cultural Journalism; *Media Bias; News Sources; News Stories; Nineteenth Century History

American Indian news as reported in urban newspapers and frontier weeklies during the 1820s and 1830s was shaped by the prejudices of the age as well as by the particular historical circumstances which brought Indians into conflict with White Americans. The press portrayed a culture for which it had little abiding sympathy or understanding, consigning Indians to negative stereotypes which offered an inaccurate portrait of Indians or Indian life. Newspapers published anecdotes which defined Indians by their weaknesses, while Indians in conflict with Whites were invariably characterized as savage and violence-prone. Moreover, in contrast to Whites, violent Indians in news stories were depicted with no explanation of the causes of their actions, as if they were innately violent. Additionally, the pre-telegraph antebellum press was based not on journalistic investigation or enterprise but on private correspondence, word-of-mouth reports and speculation, all sources open to exaggeration and error. Distortions, rumors, myths, and stereotypes in the media served an ideological function, namely to position the Indian at the margins of American life, to ensure continuing domination of Indians by Whites, and to preclude any moral confrontation with the idea of Indians as equals. (Sixty-seven notes are included.) (KEH)

ED 310 471 CS 506 810

Boyd, Susy
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela.
PUB DATE- Feb 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- African Culture; Apartheid; Foreign Countries; *Leaders; *Leadership Styles; *Racial Integration; *Racial Relations; *Rhetoric
IDENTIFIERS- African National Congress; *Mandela (Nelson); *South Africa

In the epicenter of the political strife in South Africa is former African National Congress (ANC) leader Nelson Mandela. The ANC is considered to be the leading source of opposition to white rule in South Africa, and Mandela is one of the most revered and powerful figures to emerge from that organization. Incarcerated for over 25 years on charges of treason, Mandela remains South Africa's most well-known political figure. Many South Africans (as well as scholars from the international community) consider Mandela to be the last hope for peaceful negotiation between black insurgents and the white government: what makes Mandela's influence in South Africa so remarkable is that, due to his lifetime prison sentence, he has had virtually no contact with the black population. Mandela, however, continues to exert significant influence on the black population, largely as a rhetorical symbol. Mandela's symbolic role as leader is derived from his success as an organizational leader for the ANC; his charismatic leadership is recognized by both blacks and whites. Cognizance of the role of Mandela as a symbolic leader in the anti-apartheid movement suggests that rhetoric may play a critical function both in understanding as well as shaping the exigency in South Africa. (Thirty-nine notes are included, and 20 references are attached.) (MS)

Year-Round Schools. "What Research Says About:" Series, Number 8.
National Education Association Data-Search.

National Education Association, Washington, D.C. Research Div.
PUB DATE- 87
NOTE- 25p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Facilities Improvement; Elementary Secondary Education; *Parent School Relationship; Public Schools; *School Schedules; *Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; *Traditional Schools; *Year Round Schools

To analyze the popularity and merits of the year-round school, this report reviews research and other literature on (1) the history of the year-round school including highlights of a few school district programs from 1800 to the present; (2) the academic, economic, and social impact of year-round schools; (3) school districts' concerns about year-round schools; and the implications of the year-round school for teachers with respect to such concerns as salary arrangements, retirement benefits, staffing, and the National Education Association involvement. The review found inconclusive evidence linking year-round schools to an increase in student academic achievement. Year-round schools can lead to a moderate savings if potential building costs are considered, but higher costs if potential building costs are not considered. The review also found a general tendency toward acceptance of the program by parents of children in year-round schools. However, strong opposition was expressed by some of these parents as well as other parents, teachers, and community members because of the disruption of the traditional summer vacation. Appended are 28 references and 6 diagrams concerning the traditional school year and year-round school models currently in use. (SI)

ED 310 516 EA 021 237

Kimpston, Richard D.; Rogers, Karen B.

The Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.

PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Community Involvement; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; Educational Development; Elementary Secondary Education; Instructional Development; *Teacher Attitudes

An examination is conducted of a 2-year case study of teacher, principal, and community involvement in curriculum planning in a school district. In particular, participants' expectations, satisfaction, and attitudes toward curriculum planning and the relationship of these variables to the resulting process and product are discussed. Relevant literature is also reviewed. The study was carried out in one large midwest suburban district consisting of 5,000 students and 750 teachers. Although teachers and administrators differed significantly in their attitudes towrd the district curriculum, no significant difference was found between the two groups in their perception of the curriculum documentation product. Differences between expected participatory roles and reported satisfaction with these roles after participation were found to depend upon the actual roles participants assumed and the extent to which they were involved in the process. (36 references) (SI)

ED 310 546 EA 021 278

Heller, Jeanne

Offering Moral Education.

National Association of Elementary School Principals, Alexandria, VA.

PUB DATE- Sep 89
NOTE- 8p.
AVAILABLE FROM- Publications, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Ethical Instruction; Ethics; *Moral Development; *Moral Values; Public Schools; *Values Education
IDENTIFIERS- *National Association Elementary School Principals

A growing number of Americans believe that the public schools have a responsibility to include moral education in their curriculum; and, in fact, 31 states are currently offering courses aimed at teaching students some aspect of traditional values in the expectation of producing concerned citizens who will preserve our democarcy. Each moral education program, if it is to be successful, must reflect the values and characteristics of the surrounding community. Among the many components of most moral education programs today are: (1) a policy statement outlining the program's educational philosophy and instructional goals; (2) an understanding that school personnel will be seen as role models for students; (3) a heavy involvement of parents and the community; (4) a study of the Constitution; (5) an emphasis on academic excellence; and (6) opportunities to practice real-life moral behavior. Some special activities that schools with moral development programs have found useful include suggestion boxes, student/teacher/parent performance contracts, and heavily promoted volunteer programs. By all signs, moral education represents the wave of the future and of the present; perhaps public schooling in America is about to include the fourth R: Responsibilty. (KM)

ED 310 576 EC 220 780

Yewchuk, Carolyn
Idiots Savants: Retarded and Gifted.
PUB DATE- 88
NOTE- 9p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autism; Educational Needs; Elementary Secondary Education; *Etiology; *Gifted; *Mental Retardation; Skill Development; Student Educational Objectives; Theories
IDENTIFIERS- *Idiot Savants

The paper reviews the paradoxical nature of idiots savants, persons who, although retarded, have exceptional skills in certain areas. Various explanations for the phenomenon are discussed, such as a specific genetic endowment, a specialized compensatory response to general intellectual deficiency, and possession of an eidetic memory. Various categories of exceptional skills are presented; they include calendar calculating, artistic ability, musical ability, memorization of obscure facts, mathematical abilities, mechanical ability, and sensory discrimination abilities. Also described are the similarities between autistic children and idiots savants. Suggestions are made for educating idiots savants so that their learning deficits are upgraded while their special skills are developed to the fullest. (Author/DB)

ED 310 590 EC 220 794

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
Texas Education Agency, Austin.; Texas State Dept. of Mental Health and Mental Retardation, Austin.
REPORT NO.- TEA-AD8-330-05
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Clinical Diagnosis; *Definitions; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Handicap Identification; Social Adjustment; Special Education; *State Standards; Student Evaluation; *Student Placement
IDENTIFIERS- Severity (of Handicap); *Texas

Four technical assistance papers developed by Texas' Joint Task Force on Emotional Disturbance comprise this manual. The first paper, "Definition of Emotional Disturbance," is intended to clarify federal regulations and Texas State Board of Education rules on identifying emotionally disturbed students. Specific citations from appropriate legal codes are given and the text following each citation discusses the rule or regulation as it relates to identification and/or assessment issues. The second paper, "Establishing Educational Need for Seriously Emotionally Disturbed Students," addresses the two-step process of assessing eligibility for special education services through determining the student's condition and educational need. The paper also describes educational needs in academic, behavioral, and developmental domains; and outlines the procedural steps involved in establishing educational need. The final two papers, titled "Determining the Severity of Serious Emotional Disturbance: Decision-Making Guidelines" and "Differential Diagnosis of Social Maladjustment or Serious Emotional Disturbance," provide information to assist professionals in (1) assessing the severity of emotional illness and (2) differentiating between serious emotional disturbance and social maladjustment. (JDD)

ED 310 276 CE 053 096

Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 516p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD1154).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Behavioral Objectives; Environmental Standards; Fire Protection; Hand Tools; *Hazardous Materials; Hygiene; Labor Standards; Learning Activities; Machine Tools; *Occupational Safety and Health; *Safety Education; Safety Equipment; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Units of Study; Work Environment
IDENTIFIERS- *Oklahoma

This teacher's guide was developed to help teachers (especially in Oklahoma) promote safe practices on the job. As a supplement to existing programs in the requirements for job safety, this book can also promote same basic safety attitudes and help support basic safety concepts, with an emphasis on accident prevention. The guide contains eight units that cover the following topics: personal protective equipment, housekeeping, materials handling, hand tools, power tools and machines, guarding, hazardous materials, and fire prevention. Each unit contains objectives, suggested resources, equipment needed, lesson presentation outline, specifications, rules, self-tests, and answers to self-tests. (KC)

ED 310 321 CG 021 897

Levitan, Sar A.; And Others

A Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.

George Washington Univ., Washington, D.C. Center for Social Policy Studies.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economically Disadvantaged; Family Environment; *Family Income; *Family Problems; *Family Structure; Fatherless Family; Federal Aid; Federal Programs; Low Income Groups; *Poverty Programs; Program Design; Program Effectiveness; Social Services; Welfare Agencies; *Welfare Services

Continuing erosion of the structure of low-income families perpetuates a vicious cycle of moral and economic troubles--poverty, drug and alcohol dependency, out-of-wedlock births, child and spouse abuse, juvenile delinquency, and crime--that feed on and create more impaired families. Accordingly, this report contends that the major portion of the funds expended in aid of low-income families should be earmarked for improving services to poor female-headed families, particularly those in which the mother bore children out of wedlock. Because these families are in the worst economic condition and experience disproportionately high levels of social problems, it is proposed that delivery of the myriad programs intended for these families be consolidated, with a focus on enhancing opportunities for self-sufficiency. After an introductory discussion of the eroding family and a critique of the fragmented welfare system, the report addresses the following topics: barriers to family self-sufficiency; current responses and resources; the emergence, guiding principles, governance, and future of family investment initiatives; and practical considerations for implementing the proposal, including eligibility issues, access and management, resource commitment, and political will. Appended are tables showing: (1) budgetary data for major antipoverty programs and their fiscal 1987 federal, state, and local spending; (2) antipoverty allocations by program and state for 20 programs compiled from Office of Management and Budget data; and (3) summary descriptions of the same 20 antipoverty programs. (TE)

ED 310 336 CG 021 912

Colecchi, Cheryl A.; Worthington, Everett L., Jr.

A Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.

PUB DATE- 24 Mar 89

NOTE- 45p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (35th, Washington, DC, March 22-25, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Adoption; Conflict; *Decision Making; *Early Parenthood; Mothers; *Pregnancy

IDENTIFIERS- *Decision Conflict Model

Research on decision making in pregnant adolescents is in its infancy. Most has focused on correlates of the various pregnancy outcomes such as abortion, delivery, parenting one's child, or relinquishing the child for adoption. There is a need to investigate the process of decision making with pregnant adolescents in light of a theory of decision making, such as Janis and Mann's (1977) decisional conflict model. Adolescent mothers (N=54) with children less than 2 years old completed questionnaires about how they made their decision between parenting and relinquishment. Generally, girls gave high weights to self-approval as a mother and to self-disapproval in the event of relinquishment. They considered their parents' wishes to a lesser degree than their own, but they mostly believed their parents wanted them to keep the child. Mothers and best girlfriends were the most influential people in adolescents' decision making. Girls who considered the decision the most completely were those who experienced the most negative effects of the decision, a situation which is not in line with Janis and Mann's model. Results suggest that efforts to promote decisions for relinquishment among pregnant unmarried adolescents need to concentrate on affecting the perceptions of self-approval of the adolescents in the event of both relinquishment and teenage mothering. (Author/ABL)

ED 310 351 CS 009 754

Schell, Leo M.
The Dilemma of Within-Class Grouping.
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Organization; Elementary Education; *Grouping (Instructional Purposes); Group Unity; *Large Group Instruction; *Reading Instruction; *Reading Research; *Small Group Instruction; Teacher Student Relationship
IDENTIFIERS- Group Cohesion; *Reading Groups

Three conclusions were drawn about within-class grouping after reviewing the work of several researchers on the following topics: teacher and student behavior, academic achievement, perceptions about reading groups, social class membership and reading group assignment, and the role of group cohesiveness. The conclusions were that: (1) although the evidence is far from conclusive, justification can be found both for grouping or for not grouping (whole class instruction); (2) when instructional reading level conditions are met, no reliable and/or significant differences are found for grouping over whole-class instruction; and (3) the low reading group has numerous psychological and social strikes against it, but there is no strong evidence that these decrease or limit the reading achievement of the group members. A few educators argue that grouping is not strictly a school matter but that it contributes to an undesirable caste system within American society. (Twenty references are attached.) (MG)

ED 310 365 CS 009 770

Fitzpatrick, Oney D., Jr.; Naus, Mary J.

Active Participation in the Reading of Fourth and Sixth Grade Children.

PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Grade 4; Grade 6; Intermediate Grades; *Reading Comprehension; *Reading Difficulties; *Reading Processes; *Recognition (Psychology); Schemata (Cognition); *Story Grammar
IDENTIFIERS- Text Factors

To understand what kinds of mental processing take place during reading and how the child encodes information that is presented, a study investigated the comprehension of a story by asking the reader to take part actively in the decision-making of the protagonist. Subjects, 56 children from a fourth- and sixth-grade class at an elementary school in Dayton (Ohio), were given true-false comprehension and multiple choice recognition tests after viewing a story on a computer screen. Half of the children were in a "choices" group and told that during certain parts of the story, they would be asked by the computer to help the main character by making a selection from alternatives A or B for the particular dilemma. Results indicated that the opportunity to make choices for the protagonist facilitated the comprehension and recognition scores of the children who were given that chance. (Two figures are included.) (MS)

ED 310 381 CS 211 860

Mehan, Hugh, Ed.; Souviney, Randall, Ed.

The Write Help: A Handbook for Computers in Classrooms. Report No. 6.

California Univ., La Jolla. Center for Human Information Processing.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Jul 84
NOTE- 250p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Computer Assisted Instruction; Computer Software; Elementary Education; Holistic Approach; Integrated Curriculum; Junior High Schools; *Language Arts; Microcomputers; *Reading Instruction; Teaching Methods; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Apple II; *Process Approach (Writing)

The result of a year of research and development in the classroom, the language arts activities presented in this handbook are designed for use with microcomputers in elementary and junior high classrooms. The first chapter reviews the current uses of microcomputers in the classroom and identifies the problems associated with the prevailing "drill and practice" approach. The second chapter presents a framework that treats the microcomputer as a tool to assist teachers while emphasizing a holistic approach to instruction and the interactive capabilities of microcomputers. Chapter 3 discusses the role of the teacher in computer software development and the use of computers in the writing process. Chapters 4 through 8 present five sets of computer activities using examples of actual software available for the Apple II. Alternate software and most popular computers can be employed in the activities and are suggested throughout the text. (A list of software and source books for teachers, a glossary, and blackline masters of task cards, posters and overhead projector slides are included.) (RS)

ED 310 410 CS 212 061

Dixon, Kathleen G.
Partners in Knowledge: Negotiating a Student-Teacher Relationship.
PUB DATE- 14 Jul 89
NOTE- 16p.; Paper presented at the Pennsylvania State University Conference on Rhetoric and Composition (University Park, PA, July 12-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Patterns; Freshman Composition; Higher Education; *Teacher Response; *Teacher Student Relationship; Tutoring; Writing Evaluation; Writing Improvement
IDENTIFIERS- Basic Writers; University of Michigan; *Writing Development

A case study examined the student-teacher relationship in writing conferences to determine how both teachers and students can better negotiate teaching-learning situations. Students enrolled in a six-week tutorial writing course at the University of Michigan were used as subjects. Tape-recorded conversations in the weekly half-hour conferences initially appeared commonplace and casual, and relevant only to the extent of establishing rapport between participants, but were actually crucially important to the writing process. Dave, the subject of the case study, was nervous and rather ashamed of being placed in a basic writing course. However, with each conversation, both student and teacher came to understand conference rules and roles and how to exchange knowledge, which led to a change of understanding for both. The student-teacher relationship was no longer predicated on an existing inequality, rather on inquiry in which both partners equally shared their likes and dislikes. (Transcripts of conference dialogue with one student (Dave) are included.) (KEH)

ED 310 425 CS 212 079

Knudson, Ruth E.
Teaching Children To Write: Informational Writing. Research Report.
PUB DATE- 89
NOTE- 21p.; Materials developed from Ph.D. Thesis, "Effects of Instructional Strategies in Student Writing." Dissemination of project partially supported by a grant from the University of California. For a related teacher's guide, see CS 212 078.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; Grade 4; Grade 6; Grade 8; Holistic Evaluation; Intermediate Grades; Junior High Schools; Reading Writing Relationship; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Childrens Writing; National Assessment of Educational Progress; Writing Attitudes; *Writing Models

A study was conducted to test the effectiveness of four instructional strategies on students' writing. Students, 138 fourth, sixth, and eighth graders in a semi-rural school district in southern California, were instructed in informational writing through one of four instructional strategies: (1) presentation of model pieces of writing; (2) presentation of scales, questions, and criteria to guide writing; (3) presentation of both model pieces of writing and scales, questions, and criteria; and (4) free writing. The assessment included two scoring procedures, a holistic and an analytical evaluation. An unexpected finding of the study was the effectiveness of free writing, especially with below-average readers. Children reported that their problems in composition were mainly problems of finding content for the text they generate, not of finding language to express the content. A picture prompt helped provide the content for the free writing activities and the students developed general fluency in writing. Such an opportunity to write may increase their awareness of text production from sentence level to text level. (One table of data and 19 references are attached.) (MG)

ED 310 441   CS 506 723

Beatty, John E.
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Literature Reviews; Mass Media Effects; *Mass Media Use; *Media Research; Qualitative Research; *Research Methodology; *Television Viewing; *Time; *Use Studies
IDENTIFIERS- Time Studies

Beginning with an analysis of conceptions of time with a particular emphasis on examining quantitative time use research literature for its manifestations of personal and social values, this paper proceeds with an overview of the literature on time use and the issues involved in its measurement. The central questions in this paper dwell on the quality of the available data on mass media time use and, perhaps more importantly, on the conclusions which can and should be drawn from these data. The paper argues that the qualitative approach to time use studies (in particular, television viewing habits) would ideally precede any quantitative analysis, especially one utilizing historical data sets. The paper attempts to demonstrate that empiricists have not always acknowledged their own cultural and personal values, as well as limitations in their methodologies, in the collection and analysis of time use data. The paper concludes that there is little cause or support for alarm over the results of mass media time use research. (Forty seven references are attached.) (RS)

ED 310 532 EA 021 254

Kimball, Roland
Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement.
New Hampshire School Administrators Association, Durham.
PUB DATE- Jun 89
NOTE- 83p.; For other documents in this series, see EA 021 251-256.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrator Responsibility; *Administrator Role; Educational Assessment; Elementary Secondary Education; Formative Evaluation; Holistic Evaluation; Institutional Evaluation; Instructional Effectiveness; Instructional Improvement; *Program Effectiveness; *Program Evaluation; *School Effectiveness; Summative Evaluation

This report is the fourth of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The role of school administrators in program evaluation and the purposes of program evaluation form the content of this four-part report. Part 1 establishes the context for program evaluation within a discussion of the purposes and principles of evaluation. Part 2 focuses on planning program evaluation. In this section, program evaluation design and selection procedures are considered. Part 3 offers guidelines for step-by-step program evaluation. These steps include establishing the environmental context of the evaluation, determining data gathering techniques and methods for evaluating educational programs, and reporting evaluation results. Part 4 discusses the use of evaluations as "report cards" for schools. Appendix A contains "Sample Non-Standard Assessment Instruments", or parts thereof, extracted from a variety of books, journals, and evaluation reports. Appendix B displays "Samples of Ways To Display Data". (JAM)

ED 310 604 EC 221 010

Smith, R. O.
Service Delivery and Related Issues at the Trace Research and Development Center.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the National Planners Conference on Assistive Device Service Delivery sponsored by the Great Lakes Area Regional Resource Center (Chicago, IL, April 20-22, 1987). A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.65).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Delivery Systems; *Disabilities; *Educational Technology; *Program Evaluation; *Rehabilitation

The environmental context of the Trace Center is first briefly described as background for a more detailed description of the center's service delivery activities in the field of rehabilitation/education technology. Trace serves four major functions in rehabilitation/education technology. As a nationally funded rehabilitation engineering center, Trace conducts research in control, communication, and access to information technologies. The second major thrust is the development of new products, concepts, and information. Thirdly, Trace disseminates information via resource books, a reprint service, and a workshop series. Finally there is the support of four service delivery programs: the Communication Aids and Systems Clinic (emphasizing individualized access to communication systems, primarily on an outpatient basis); the Communication Development Program (which serves non-school age clients with developmental disabilities primarily by coordinating existing therapy and support systems within each client's environment); Rehabilitation Research Services (which focus on equipment adaptation, construction, and one-time project development); and limited-term projects, usually involving outside funding. Program evaluation of any service delivery project should consider field coordination, program components, vertical integration, and competency of professionals, as detailed in a checklist. (PB)

ED 310 618 FL 017 961

Walz, Joel
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- B-171
PUB DATE- 89
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Communication; *Classroom Techniques; Educational Strategies; *Language Proficiency; *Oral Language; *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines

This annotated bibliography contains references to articles and books that provide teachers with specific techniques to use in class to develop their students' oral proficiency. The items cited can be obtained from any good college or university library. Most of the publications have appeared since 1970, and the works cited pertain directly to the teaching of foreign languages. Each of the works describes at least five different techniques designed to elicit speech from students, and each describes elicitation procedures in detail. All ideas described involve communication. Techniques are classified according to the American Council on the Teaching of Foreign Languages' proficiency guidelines (novice, intermediate, advanced, superior). An introductory section provides the teacher with specific steps for optimal use of the bibliography's content for a given student or student group. Citations are also indexed by author and subject. (MSE)

ED 310 234 CE 052 998

Sellin, Burkart, Ed.
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Jul 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Continuing Education; Educational Finance; *Educational Policy; Foreign Countries; *Job Training; *Policy Formation; Postsecondary Education; *Program Improvement; *Vocational Education
IDENTIFIERS- *European Economic Community

On June 5, 1989, the Council of Ministers for Employment and Social Affairs of the European Economic Community passed a detailed and comprehensive Resolution on continuing vocational training in Europe. Some of the possible consequences of the resolution are the following: (1) the prospects for the implementation of the Resolution are highly dependent on whether and to what extent the responsible bodies in each country are able to identify themselves with the will of the members of the Council; (2) two instruments can be used for the enforcement of the Council's intentions--funding and an action program; (3) investigation should continue concerning in which occupational fields and with what content and training objectives priority investment in continuing training should be made, how the burden of investment will be spread among public and private sectors, and how disadvantaged persons can benefit from training opportunities; and (4) projects in vocational training and regional development, continuing training for small and medium businesses, cost, and continuity of training for the unemployed are being carried out by the Council. (The text of the Resolution is included in this report.) (KC)

ED 310 248 CE 053 051

Business/Industry/Education Linkages. A Bibliography Update.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- AD-425-BK-88
PUB DATE- Nov 88
NOTE- 13p.; For related document, see ED 309 239.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Business Responsibility; Citations (References); *Cooperative Programs; *Education Work Relationship; *Institutional Cooperation; *Linking Agents; Periodicals; Postsecondary Education; *School Business Relationship; School Role; Secondary Education

This is the second update to the bibliography focusing on the linkages of business, industry, and education originally published in May 1987. Citations in this update focus on secondary and postsecondary level linkages. Many citations have a vocational education component. Citations include administrative material, journal articles, opinion papers, project descriptions, and research reports. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS) search of the ERIC (Educational Resources Information Center) database on DIALOG. Each reference contains title, date, author or developer, annotation, format, and availability. (KC)

ED 310 262 CE 053 079

Feit, Rona; And Others
What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Mar 88
NOTE- 15p.; A National Association of Counties (NAC) Training and Employment Program paper.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *County Programs; Economic Change; *Economic Development; Economics; *Futures (of Society); *Government Role; International Trade; *Job Training; *Local Government; Productivity; Regional Programs

This issue paper presents three very different views of the roles that government, job training, and economic development programs play within society. The paper is meant to stimulate discussion among training and employment and community and economic development professionals; it focuses on job retention and emphasizes the role of counties in the future economic development of the United States. The sections of the paper and authors are as follows: Introduction (Clifton Thomas, Jr., Director, Heartland Private Industry Council, Florida); "Workers, Local Government and the Jobs of Tomorrow" (Jeffrey Finkle, Executive Director, Council for Urban Economic Development, District of Columbia); "Economic Growth, Business and Jobs" (Rona Feit, Senior Fellow, Corporation for Enterprise Development, District of Columbia); and "A Broader Role for Job Training and Economic Development Programs" (James Finamore, Director of Job Training, Town of Tonawanda, New York). (KC)

ED 310 292 CE 053 178

Chung, Diane
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
Hawaii Univ., Manoa. Coll. of Education.
SPONS. AGENCY- Truk Dept. of Education, Moen (Truk Islands).
PUB DATE- Aug 89
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing Design; *Clothing Instruction; *Design Crafts; Foreign Countries; Instructional Materials; Secondary Education; *Sewing Instruction; Teaching Methods; Vocational Education
IDENTIFIERS- Federated States of Micronesia

The purpose of this guide is to assist clothing construction and design instructors in the State of Truk, Federated States of Micronesia, in planning instructional programs for secondary school students. Specifically, it is designed to: (1) provide uniformity and direction for all vocational clothing programs in the State of Truk; (2) provide guidelines for all clothing programs at the secondary school level; (3) establish attainable objectives of student progress through an accountable program; (4) allow flexibility according to students' needs and abilities; and (5) provide direction for inservice as well as preservice teachers in all secondary schools. The guide provides the rationale, content description, goals, and objectives to each level (9th through 12th grade); the specific performance objectives and recommended aids and teaching methods; and instructional resources. A bibliography of 13 sources is found on the last page. (NLL)

ED 310 306 CG 021 882

Cunniff, Elizabeth W.
Leading Students to Optimal Performance through Motivation.
PUB DATE- Jul 89
NOTE- 46p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Attribution Theory; Behavior Modification; Change Strategies; Classroom Environment; Elementary Secondary Education; Goal Orientation; *Learning Motivation; *Performance; Self Esteem; *Student Motivation; Teacher Student Relationship

This literature review focuses on the problem of lack of student motivation to learn. The purposes of this review are described as an exploration of factors that influence classroom motivation and suggestions of strategies for promoting students' desire to learn. Annotations are provided in these areas: student/teacher interaction and classroom climate; extrinsic versus intrinsic rewards; goals structure and goal setting; self-esteem; and attribution retraining. The studies mentioned in the annotations are discussed in a summary section. The report provides these conclusions: (1) classroom climate and teacher interaction with students is crucial in creating the needed socio-emotional climate to help maximize student achievement and motivation; (2) learning is enhanced if motivation is internal although reinforcers may be used; (3) cooperative and individualistic goals are more likely to increase motivation since they decrease interpersonal competition and increase intrapersonal competition; (4) individuals who believe in their own competence will be more persistent, have an internal locus of control, and attribute their successes to ability and their failures to lack of effort; and (5) attribution retraining by emphasizing a student's personal causation in learning should be a major objective in motivation. A glossary is included. (ABL)

ED 310 457 CS 506 787

Bates, Benjamin; De Jong, Allard Sicco
Channel Diversity in Cable Television.
PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cable Television; Federal Regulation; Information Sources; Mass Media Use; Programing (Broadcast); Television Research
IDENTIFIERS- *Channel Diversity; *Deregulation; Federal Communications Commission

Deregulation of the cable industry has been based largely on the assumption of existing diversity and competition and on the promise of promoting diversity within the industry. To test this assumption, a study examined levels of channel diversity for a sample of cable systems at three stages of the deregulation process. A random sample of 326 fully operational cable systems was selected and a typology of 32 different types of programming available to cable operators were defined and differentiated. Information was then collected on the capacity and size of each system, and the program channels offered by the system at three subsequent points in time, corresponding to periods of high (1976), moderate (1981), and no regulation (1986). Results indicated that the level of diversity in cable programming has increased since the restrictive policy era of the early 1970s, but findings question whether cable has truly lived up to its potential for diversity. (Two tables of data are included; 19 references, a chronology of selected cable regulation/deregulation, and the typology of channel diversity are attached.) (RS)

ED 310 487 EA 021 010

Gundem, Bjorg B.

How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?

PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Curriculum Guides; Curriculum Problems; *Curriculum Research; Foreign Countries; High Schools
IDENTIFIERS- *Norway

This paper relates to a research project on the history and current practice of curriculum administration in Norway. An elaboration is provided on the changing high school system and the growing impact of curriculum scholarship on curriculum development. The discussion revolves around three objectives: (1) to determine if the newly formulated set of guidelines for curriculum development in the Norwegian high school represents a new paradigm of curriculum development practice; (2) to clarify in what way this new way of handling curriculum development is influenced by curriculum theory and curriculum research, and discuss the possible interdependence of research and practice evidenced by it; and (3) to question the justification for and the underlying rationale of the curriculum development guidelines. Appended are 32 references. (SI)

ED 310 502 EA 021 218

Drahmann, Theodore; Stenger, Amelia

The Catholic School Principal: An Outline for Action (Revised).

National Catholic Educational Association, Washington, DC. Dept. of Elementary Schools.
REPORT NO.- ISBN-1-55833-021-6
PUB DATE- 89
NOTE- 40p.; For earlier edition, see ED 207 202.
AVAILABLE FROM- Publications, National Catholic Education Asociation, 1077 30th Street N.W., Suite 100, Washington, DC 20007-3852 ($5.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; *Administrator Responsibility; *Catholic Schools; Elementary Secondary Education; *Instructional Leadership; *Principals

Over the past several years, the role of the Catholic school principal has expanded to include many new tasks that principals of earlier generations never even considered. Today principals need a procedure that will help them recall their many responsibilities, to help them place these in priority, and to give them some sense of accomplishing these tasks. Such are the purposes of this publication. This program, designed for the distinctive training of Catholic school administrators, is grouped into chapters under the headings: "The Principal as Religious Leader," "The Principal as Educational Leader," and "The Principal as Manager." Each of these sections contains a description of the relevant responsibilities and an exhaustive checklist that covers the areas of administrative action, policies and decisions of the supervisory body, a faculty handbook, a parent/student handbook, resources, and issues. A new feature of this revised publication is a year-long calendar that enables the principal to plan for certain quarterly activities throughout the year. All the references have been updated to eliminate those no longer in print and to incorporate those just printed. Emerging issues are also addressed. (KM)

ED 310 517 EA 021 238

Wallin, Erik, Ed.; And Others
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
Uppsala Univ. (Sweden). Dept. of Education.
REPORT NO.- ISBN-91-86744-06-02
PUB DATE- Jan 86
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Change Strategies; *Educational Change; *Educational Research; Elementary Secondary Education; Foreign Countries; *Organizational Effectiveness; *Organizational Theories; Sex Fairness
IDENTIFIERS- *Sweden (Uppsala)

The fundamentally psychological orientation of educational research over the years is now changing. The educational phenomenon is part of the institutional setting and, therefore, organizational restrictions and influences are being studied. In addition, the organizational approach to educational research carries the implication of a more holistic view of educaton. Nine articles are included, the titles and authors of which follow: (1) "On Form and Function in Organizational Theory" (Abrahamsson, B.); (2) "The School in the Perspective of Organizational Theory: Some Implications for Planned Educational Change" (Ellstrom, P. E.); (3) "The Organization as a Didactical 'Frame Factor'" (Tjeldvoll, A.); (4) "Control Structure and Strategies for Change" (Berg, G.); (5) "Schools under Pressure: Considerations Concerning the Management of Change during Times of Large Scale Educational Renewal" (Knip, H., and van der Vegt, R.); (6) "How Schools Sustain Sex-Role Inequities: An Outline for a Program of Action Research" (Schmuck, P. A., and Schmuck, R. A.); (7) "Working Conditions and Participation in Education for Different Groups of Employees" (Forsberg, B.); (8) "The Development of Cooperative Efforts in the Care and Treatment of Addicts in Sodermanland County" (Stensmo, C.); and (9) "Organization Theory and the School: a Paradox" (Hoyle, E.). (SI)

ED 310 547 EA 021 279

Wendel, Frederick C.; And Others

Measurement Practices Used in the Certification of Educators.

PUB DATE- 89
NOTE- 39p.; Research funded in part by the University Council for Educational Administration and the University Nebraska chapter of Phi Delta Kappa.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Assessment Centers (Personnel); Educational Certificates; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Teacher Certification; Teacher Education
IDENTIFIERS- *National Association Secondary School Principals

Assessment centers, used in business, industry, and government for the selection and development of promising individuals, have been used for school administrator selection only since the mid-1970s. Currently the Assessment Center Project of the National Association of Secondary School Principals is the only one in widespread use. To gather data on laws, rules, and regulations from the 50 states concerning assessment center use in administrator and teacher selection, questionnaires were mailed to each state's chief certification officer. Follow-up questionnaires and telephone calls ensured useful replies from each state's officials. Results show that for administrative certification, 14 states have statutes requiring exams; 26 states have rules or regulations related to exams; 25 states require pencil and paper exams; 25 states have requirements that include skill, competency, or observable behavior references; and, as of September 1989, three states require assessment center participation for certification. Results for teacher certification show that 24 states have statutes regarding exams; 37 states have rules or regulations related to exams; 36 states now or will require paper and pencil exams; 28 states have requirements that include skill, competency, or observable behavior references; and one state will require assessment center participation for certification by 1991. (KM)

ED 310 561 EC 220 765

Bertrand, Joanne
The Social LIFE Game for Teaching Functional Social Competence: A Program Description.
PUB DATE- 88
NOTE- 13p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Disabilities; *Educational Games; Elementary Secondary Education; Foreign Countries; Generalization; *Interpersonal Competence; *Simulation; Skill Development; Social Development; Transfer of Training
IDENTIFIERS- Social LIFE Game

Social LIFE (Social Learning of Independence through Functional Experiences), a game used as a means of developing new social skills in a variety of settings and social situations and involving players and a mediator (instructor), is described. Appropriate responses to the game situations are rewarded by points or play money. Target behaviors or weak social skills are determined through various assessment devices such as behavioral surveys, interviews, and ecological inventories. Playing procedures include directions for moving around the board, time considerations, and suggestions for reinforcing the winners. Teaching techniques include instruction, descriptive feedback, positive reinforcement, practice, role-play, and active problem solving. Correct and incorrect responses are recorded by the mediator, and criterion is achieved when given behaviors reach 80% for three consecutive games. An important part of the process is generalization or transfer of skills from the game situation to real life settings. The skills can be practiced in both mediated and nonmediated environments. (Author/DB)

ED 310 577 EC 220 781

Sousie, Susan P.
Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed.
PUB DATE- 88
NOTE- 14p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Daily Living Skills; *Developmental Disabilities; Elementary Secondary Education; Generalization; *Interdisciplinary Approach; Models; Program Development; Program Evaluation; Program Implementation; Student Educational Objectives; Student Evaluation; *Training Methods

The paper offers a framework for the design, implementation, and evaluation of appropriate, effective communication instructional programs for persons who are severely developmentally delayed. The use of an ecological approach that incorporates the instruction of communication skills with that of activities of daily living (ADL) is emphasized. Discussion encompasses the areas of assessment, choosing appropriate communication modes, curricula, and selected teaching strategies. A communication skills assessment should include the following: vision and hearing acuity examination, otolaryngeal examination, communication skills screening, and ecological inventory. The selection of appropriate communication modes should be based on consideration of current communication modes, motivation to communicate, physical disabilities affecting input/output modes, audience, current and future educational/vocational needs, and amount and type of professional consultation needed. The interdisciplinary team is responsible for

program planning, which includes instructional objectives, specific instructions for teacher cues, specific instructions for consequating correct and incorrect responses, specific instructions for consequating behaviors which interfere with learning, and a plan for the generalization of acquired skills. Three effective training strategies are identified: (1) incidental teaching, (2) the mand-model approach, and (3) time delay. The importance of training within the context of natural settings is emphasized. (Author/DB)

ED 310 632 FL 018 138

Torres, Judith Stern; Fischer, Shelley M.

Native Language Proficiency as a Predictor of LEP Students' Growth in English.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- May 89

NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Miami, FL, May 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; *English (Second Language); *Language Proficiency; Language Research; *Limited English Speaking; Longitudinal Studies; Predictor Variables; Program Design; Second Language Learning; Second Language Programs; Spanish Speaking; Transfer of Training

IDENTIFIERS- Native Language

A study investigated the relationship between the 1982 native language proficiency of 4,700 newly-enrolled Spanish-speaking, limited-English-proficient (LEP) kindergarten through seventh grade students and their success rates in acquiring English proficiency in the following 4 years. Findings of the study, and the implications derived from the study, were examined for instructional program design. Results revealed that, for Spanish speakers, English acquisition is strongly related to native-language proficiency, and that, for the smaller proportion of students who become English proficient in one year, English proficiency at the time of enrollment is the best predictor of their subsequent second-language development. Based on these results, it is suggested that (1) educators make provisions for differences in first-language proficiency when they design bilingual programs for Spanish-speaking students; and (2) studies be undertaken to determine whether this relationship holds true for native speakers of other languages. (MSE)

ED 310 249 CE 053 053

Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana.

Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 14 Jul 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Delivery Systems; *Long Range Planning; Master Plans; *Planning Commissions; Policy Formation; *Statewide Planning; *Technical Education; *Vocational Education
IDENTIFIERS- *Indiana

An initial plan for a comprehensive vocational and technical education program in Indiana, this document contains an introduction, three major sections, six appendices, and a 54-item bibliography. The appendices constitute more than half the document. The introduction explains the document's origins and limitations. The first section states the mission, goal, and initiative of vocational education in Indiana. Priorities and strategies are set forth in the second section, including those having to do with resources; evaluation and accountability; agency and institution missions and levels; basic skills; guidance, counseling, placement, and career development services; professional development; and partnerships. The third section lists the following areas in which future policy development or statements may be identified: basic skills; guidance, counseling, placement, and career development services; professional development; resources; evaluation and accountability; educational levels; funding; duplication; transition and articulation; curriculum; the obsolescence, relevance to labor market demands, and cost-effectiveness or cost-benefit of vocational offerings; technical education and training for adults; and definitions. The appendices use tables, text, and charts to describe the Indiana population and economy, and contain excerpts from the Indiana legislation that required a comprehensive plan, a list of occupational programs, and an analysis of program supply and demand. (CML)

ED 310 277 CE 053 097

Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89

NOTE- 355p.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AG1023).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Vocational Education; *Agricultural Education; *Competency Based Education; *Farm Accounts; *Farm Management; *Money Management; *Recordkeeping

IDENTIFIERS- Oklahoma

Contained in this teacher's guide are the materials necessary to teach seven instructional units related to keeping farm business records and preparing financial statements. The following instructional units are presented: (1) orientation; (2) inventories; (3) journal entry; (4) enterprise accounting and supplemental records; (5) cash flow management; (6) net worth statement; and (7) income statements. A short chapter that explains how the document should be used precedes the instructional materials. Instructional materials for each unit include some or all of the following elements: (1) performance objectives; (2) suggested activities; (3) "must know" content essential for meeting the cognitive objectives of the unit; (4) student handouts; (5) transparency masters; (6) student assignment sheets; (7) tests; and (8) answers to tests and assignment sheets. (CML)

ED 310 396 CS 212 029

Canfield, Carole C.; Wilmoth, James Noel
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
PUB DATE- 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Programs; Community Colleges; Educational Attitudes; Educational Development; English Curriculum; *English Instruction; Open Enrollment; *Teaching Methods; *Theory Practice Relationship; *Traditional Grammar; *Writing (Composition); Writing Research
IDENTIFIERS- *Composition Theory; *Educational Issues; English Teachers

This paper examines the conflict going on within the community of English instructors concerning the value of instruction in traditional grammer and the past and present effect of certain historical processes and of the forces which shaped those processes on the techniques and methodologies of English instruction. The paper discusses the open and widely publicized philosophical struggle which erupted in the 1960s and 1970s between those who consider the teaching of traditional grammar a complete waste of time, those who consider traditional grammar indispensable to the teaching of English composition, and those whose attitudes concerning traditional grammar represent positions between these two viewpoints. The paper argues that, as a result of this conflict, the currently evolving techniques of English instruction have the potential to affect the teaching of developmental English at the community college level. The paper identifies these techniques as: (1) transformational generative grammar and its derived auxiliary, sentence-combining; (2) process orientation with emphasis on composing and cognition (as distinguishable from the traditional focus on product); (3) reactionary measures against certain methodologies labeled traditional grammar, representing a position somewhere between a reluctant acceptance and a mild condemnation of grammar as a tool of composition instruction. (Thirty-one references are attached.) (KEH)

Hasley, Linda
The Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
PUB DATE- 89
NOTE- 105p.; M.A. Thesis, University of Oklahoma.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cooperative Learning; *Females; *Freshman Composition; Group Instruction; Higher Education; *Peer Groups; *Student Writing Models; Writing Processes; Writing Skills
IDENTIFIERS- *Collaborative Writing; Writing Development; *Writing Groups

A study investigated the effect or lack of effect of peer collaboration on the writing of female freshman composition students. Four freshman composition classes conducted by two experienced instructors participated in a 3-week study. One instructor taught two classes by teacher-lecture and teacher-led discussions exclusively. Another instructor taught two classes using peer collaborative grouping almost exclusively. Research guidelines from George Hillocks and scoring guidelines by Charles Cooper were used. The students were given a pretest and a posttest, which were scored according to a seven-point general impression marking scale. An analysis of variance of the raw scores showed no statistically significant difference between the females and males in either the teacher-lecture groups or the peer collaboration groups. In the teacher-lecture treatment, the females made some improvement in their overall writing skills, but in the peer collaboration treatment, the females showed a loss, which suggests the possibility that females do not fare as well as males in group situations. Perhaps the most significant discovery was that the terminology regarding peer collaboration, collaborative learning, grouping, etc. is not clearly defined in composition research, and that until this omission is corrected, collective research in this area will continue to be vague, disconnected, and difficult to interpret by those interested in peer collaboration as a way of teaching writing. (Ten tables of data are included; seven student essays and 79 references are attached.) (Author/KEH)

ED 310 426 CS 506 571

Markham, Reed
Frame of Reference: Communicating with Understanding. Essay and Exercises.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Problems; Communication Skills; *Group Activities; *Interpersonal Communication; *Nonverbal Communication; *Verbal Communication
IDENTIFIERS- Communication Styles

Each individual views the world from a frame of reference that is unique and personal. Messages are perceived in three steps: (1) data is selected data; (2) information is organized in some meaningful way; and (3) the information is interpreted. Three activities (paperfolding, T-puzzle, and cooperative geometry) were devised to display the need for clear communication between the sender and the receiver. All three activities demonstrate that framing for understanding, and understanding others' frames is absolutely necessary for effective communication. Non-verbal communication can also be understood or misunderstood, and varies according to cultural, ethnic and sexual orientation. By definition, communication is the transmission or exchange of ideas or information. In communication, the transactions between individuals are affected in varied degrees by the dominant ego states (parent, adult, child). A balance between these ego states makes for a healthy person with whom productive communication can take place. (T-puzzle pieces and the cooperative geometry design are attached.) (MG)

ED 310 472 CS 506 816

Hamilton, Neal F.; Rubin, Alan M.
The Impact of Religiosity on Television Use.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; *Ideology; *Mass Media Use; Programing (Broadcast); *Religion; *Religious Differences; Religious Factors; Sex; *Social Attitudes; Television Research; *Television Viewing; Use Studies; Violence
IDENTIFIERS- *Religiosity

Religiosity is a personality attribute that affects social attitudes and behavior. To examine whether religiosity also affects television use, a study administered questionnaires to 346 Christian conservatives, moderates, and liberals in six different churches in northeast Ohio during November and December 1987. The questionnaire measured religiosity, watching programs containing sex and violence, viewing motivations, and television attitudes. Findings showed that compared to nonconservatives, religious conservatives were less motivated to watch television because of the sexual appeal of characters and programs, watched fewer programs containing sexual content, found television to be less realistic, and felt television was less important to them. Findings also showed no religious group differences for reactionary motivation or watching violent programs. (Three tables of data are included, and 35 references are attached.) (Author/MS)

ED 310 591 EC 220 795

Middleton, Teresa
The Special Education Software Center. Final Report.
SRI International, Menlo Park, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 87
NOTE- 88p.
CONTRACT- 300-84-0146
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Disabilities; Elementary Secondary Education; Federal Programs; Government Role; *Information Centers; Information Needs; Information Networks; *Information Services; Microcomputers; *Program Development; Program Effectiveness; Special Education

This report describes the 3 years of operation of the Special Education Software Center (Menlo Park, California), implemented with federal funding by SRI International, LINC Resources Inc., and the Council for Exceptional Children. The report describes activities of the Center and portrays, from the patterns of information requests received by the Center, the software information needs of the special education community. Following an introductory section, Section II provides a brief background on technology and the handicapped, and describes the federal government's role in supporting the use of technology in special education. Section III presents the approach used in setting up the Center, describing the Center's overall design, development, and electronic network support; the section also discusses Center services, including technical assistance, software information, conferences, and assistance to the Model Secondary School for the Deaf. Section IV examines the Center's success in increasing the quantity and quality of microcomputer software applicable to special education and also in increasing its accessibility. A final section outlines lessons learned and recommendations. Notes, a bibliography, and exhibits are appended to the report. (JDD)

ED 310 619 FL 017 962

Lepage, Danielle, Ed.; Dominik, Annette, Ed.
Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- B-170
PUB DATE- 89
NOTE- 151p.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Arabic; *French; Grammar; Higher Education; Language Planning; *Language Research; Lexicography; *Linguistics; *Linguistic Theory; Phonology; Politics; Semantics; Sociolinguistics; *Student Research; Syntax; Uncommonly Taught Languages; Verbs; Writing (Composition)
IDENTIFIERS- *Laval University (Canada); Neologism

Presentations by students at a colloquium on student research on the occasion of the 50th anniversary of the University of Laval's Faculty of Letters, March 18-19, 1988, include: "Une enquete sur la qualite du francais ecrit au Quebec"; "Amenagement linguistique et neologie"; "Analyse syntaxique des 'arrets et retours' en arabe morocain parle"; "Fluctuations et flottements vocaliques en francais"; "'L'homme que je sais qui vient' et les etapes de sa construction"; "Etude sociolinguistique de la communaute montagnaise de Betsiamites"; "Modele pour l'identification automatique des 'syntaxemes' introduit par une preposition en francais ecrit"; "L'opposition 'maghura/mahmusa' (sonores/sourdes) en arabe"; "Breve etude historique du nom donne au jeu d'echecs dans quelques langues parlees en Europe"; "'Parti liberal' dans 'Pour une politique' de G.-E. Lapalme"; "L'aspect verbal du montagnais en propositions complexes"; "Le syntagme terminologique en lexicographie francaise"; "Qu'est-ce que 'IT'?"; "Les variations de la duree segmentale: etat de la question"; and "La semantique d'un modele de reseau associatif." (MSE)

ED 310 235 CE 052 999

Osborne, Michael; Woodrow, Maggie
Access to Mathematics, Science, and Technology.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-118-7
PUB DATE- 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *College Admission; Continuing Education; *Course Content; Curriculum Design; Foreign Countries; Mathematics Curriculum; *Mathematics Education; Postsecondary Education; Program Effectiveness; Program Improvement; Science Curriculum; *Science Education; *Technology
IDENTIFIERS- *Access Courses (England); Great Britain

Research was conducted to investigate the curriculum implications of the development of Access courses in mathematics, science, and technology in Great Britain; to identify problem areas; to provide examples of appropriate teaching/learning strategies; and to indicate effective staff development approaches. (Access courses are an alternative form of entry into higher education for adult students.) A two-phase research design (1) determined the national provision of Access courses as derived from current data and original research; and (2) investigated specific Access courses in mathematics, science, and technology using questionnaires, general information, and case studies. The study found 30 mathematics, science, and technology Access courses, which tended to fall between entry-level and higher education. All 30 courses have links with institutions of higher education, but the degree of collaboration is variable. The content of the courses varied with the provider. The content in all courses was influenced by the content of one or more types of existing syllabi, such as standard entry programs, syllabi of linked higher education courses, and of other established Access programs. Students were selected using tests and interviews. The study recommended that the Access curriculum should be developed and reviewed cooperatively by further education and higher education staff and that formal review of students' progress be made. Recommendations also were made concerning course content, assessment, validation, progression, targeting, and student support. (KC)

Kuhlman, Judy; And Others
Economic Development: A Rural Perspective. Issues in Training and Employment.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jan 89
NOTE- 20p.
GRANT- 99-8-1272-72-021-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *County Programs; Economic Change; *Economic Development; Employment Programs; Federal Programs; Futures (of Society); *Government Role; International Trade; *Job Training; Local Government; Productivity; Regional Programs; *Rural Development; *Rural Economics
IDENTIFIERS- *Job Training Partnership Act 1982; Michigan (North)

This issue paper, meant to stimulate discussion within the employment and training community, offers three different perspectives on improving conditions in rural areas. However, all of these perspectives share common themes: a belief in the ability of rural areas to recover economically, a commitment to ensuring that this occurs, and the use of job training programs as a major component of that activity. The sections of the paper are as follows: "Introduction: The Rural Dilemma" (Jerald T. McNeil); "Economic Development through Customized Training" (Judy Kuhlman); "Strengthening a Rural Economy" (Linda Odum); and "The Marriage of JTPA (Job Training Partnership Act) and Economic Development in Rural Northern Michigan" (Roberta Volker-Foreman). (KC)

ED 310 322 CG 021 898

Middleton, Kathleen

Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-82-6
PUB DATE- 89
NOTE- 25p.; For the decision-making books, see CG 021 899-901.

AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Contraception; *Decision Making; Guidelines; Moral Issues; Moral Values; Peer Acceptance; Pregnancy; Reader Text Relationship; Secondary Education; *Sex Education; *Sexuality; Simulation; *Story Reading; Teaching Methods; Venereal Diseases
IDENTIFIERS- *Interactive Fiction

This document is a teacher's guide for using The Sexual Decision-Making Series for Teens, consisting of three interactive fiction books that address the following topics for young people: sexual abstinence ("Too Soon for Sex?"), birth control ("Taking Chances with Sex"), and the prevention of sexually transmitted disease ("Don't Let It Get Around"). These interactive books enable students to determine the plot line, based on decisions made by the main characters at "choice points," where readers can make the decision for the characters and view the consequences of that decision. After an introduction and rationale, the teacher's guide includes the following sections: (1) issues in teaching sensitive subjects; (2) synopses of books; (3) integration of the books into family life education and health education curricula; (4) activity ideas; (5) background information about abstinence, teen sexual activity, birth control use, and sexually transmitted disease; (6) two student handouts; and (7) three choice point maps, one for each of the three titles in the series. (TE)

ED 310 337 CG 021 913

Gunter, Nancy C.; Gunter, B. G.

Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples.

PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (35th, Washington, DC, March 22-25, 1989.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Dual Career Family; *Homemakers; Role Perception; *Sex Differences; *Sex Role; Spouses; *Work Attitudes
IDENTIFIERS- *Division of Labor (Household)

This study examined the relationship of gender, sex role orientation, and work attitudes to the domestic division of labor in 141 working couples. Couples completed the Bem Sex Role Inventory and a questionnaire on the performance of household tasks. Analysis of variance (ANOVA) confirmed that working women performed a disproportionately larger number of tasks than did men ($p<.0001$) and androgynous and feminine oriented individuals performed more tasks than did masculine oriented individuals ($p<.05$). When tasks were categorized according to frequency (daily, weekly, monthly, yearly, and variable), a multivariate analysis of variance (MANOVA) revealed that women performed significantly more of the daily, weekly, and variable tasks than did men ($p<.01$). A MANOVA indicated that women were motivated to perform more tasks than men because they believed that it was "my responsibility" or it "wouldn't get done otherwise," while men were more likely to perform tasks "to help" ($p<.0001$). More men than women perceived domestic tasks as "not my job" ($p<.05$). Career-oriented individuals were more likely to consider more tasks as "not my job" while exactly the opposite was true for job-oriented individuals ($p<.05$). ANOVA of degree of conflict surrounding tasks indicated that individuals who held a career orientation toward their work rather than a job orientation experienced more conflict ($p<.01$) and those with an androgynous orientation experienced significantly less conflict ($LSD=4.89$, $p<.05$). (Author)

ED 310 352 CS 009 755

Duggins, James
Middle School Students' Attitudes about Reading.
PUB DATE- 89
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Grade 6; *Grade 7; Intermediate Grades; Library Surveys; Literature Appreciation; Middle Schools; *Motivation; Reader Text Relationship; *Reading Attitudes; Reading Habits; *Reading Interests; Reading Research; *Student Attitudes
IDENTIFIERS- California; *Reading Motivation

A study was conducted to examine motivation as a precursor of reading achievement in middle school students. The California Media and Education Librarians' Literature Reading Survey (1984) was used as the instrument for collection of data. Sixth graders (n=753) of varying ability were studied in six different settings. Data were coded in 10 ethnic groups, listed as: Spanish Surname, Black, Other White, Filipino, Chinese, Indochinese, Korean, Other Non-White, Samoan, and Japanese. Some positive indications of the survey's reliability may be seen in the large gender differences among the sample: females were twice as likely as males to be interested in reading. The first year study revealed that 12-year-olds are more alike than different, and are equally apt to be interested/disinterested in reading, regardless of community or ethnic factors. One year later, a second study was conducted with the same subjects (now in grade 7) to assess any changes that may have occurred during the past year. It would seem that by age 13, about 10% of the students have begun to lose interest in reading, but 20%-30% have gained in interest. During the second study, the subjects were also asked to nominate friends in order to examine the friendship patterns derived for indications of clusters of interested/disinterested peers. An analysis of the services of libraries who serve middle school patrons was also included in order to assess the way they are perceived in adolescent society. (Forty-one references are attached.) (MG)

ED 310 366 CS 009 771

Reading Treasures. Phase I and Phase II.

Kansas State Dept. of Education, Topeka.
PUB DATE- 88
NOTE- 172p.; Phase II section printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Content Area Reading; *Curriculum Development; Educational Strategies; Elementary Secondary Education; Lesson Plans; *Reading Programs; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Kansas

Based on the premise that a school reading program must focus on the learner and the text, this guidebook is designed to serve as a resource for school districts, groups, or individuals involved in planning, implementing, and evaluating reading programs. The guidebook is divided into two phases. Phase 1, "Guidelines for Developing and Strengthening K-12 Programs," includes sections on "The Reading Committee," "Review of Research," "Needs Assessment for Evaluating Reading Programs," "Philosophy of Reading," "K-12 Reading Curriculum Guidelines," and "Implementation." Phase I also includes appendixes providing a K-12 reading curriculum guide and a list of instructional resources; a glossary of reading terms; and a bibliography. Phase II, "Reaching for Treasures: Instructional Strategies for Implementing Reading Treasures," contains two sections: "Instructional Strategies for Reading Instruction in the Elementary School" (describing strategies for each of seven goals) and "Instructional Strategies for Reading Instruction in the Content Areas" (describing strategies for before, during, and after reading). Twenty references are attached. (MS)

ED 310 382   CS 211 907

Palmer, Allen
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Audience Response; *Credibility; *Developing Nations; Foreign Countries; Freedom of Speech; Interviews; *Mass Media Role; Media Research; *News Media; Public Opinion
IDENTIFIERS- *Development Journalism; *Mauritius; Media Government Relationship; New World Information Order

The debate over the role of the press in the Third World has largely ignored questions of public perception of media roles and performance. To investigate whether an audience perceives the fundamental difference between development journalism (where the state has significant involvement in news decisions) and a free press, and whether that difference matters to the audience, a study examined attitudes in Mauritius regarding that nation's media and its credibility. Subjects, 502 adult residents of Mauritius, were interviewed regarding four elements of media credibility (whether the news is fair and balanced, tells the truth, gets to the bottom of the community's problems, i.e., problem-solving, and reports accurately). Interviews also addressed media-government issues (whether journalists have a responsibility to report all the news, regardless of consequences; whether journalists should be licensed by the government to maintain high standards; and whether too much emphasis by journalists on conflicts and problems poses a threat to national development). Results included the finding that both television and newspaper journalism were rated quite favorably in terms of fairness/balance, believability, and accuracy. Results revealed a pattern of credibility and of different ratings for each news medium which suggest that this audience perceives the effects of government media control. Problem solving and accuracy in newspapers and television received comparable ratings in Mauritius. (Four tables of data and 28 notes are included.) (SR)

ED 310 442   CS 506 743

Cooper, Thomas W.
Comparative International Media Ethics: In Search of Universals.
PUB DATE- Mar 89
NOTE- 71p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Codes of Ethics; Comparative Analysis; Cross Cultural Studies; Foreign Countries; Global Approach; International Studies; *Mass Media; *Media Research
IDENTIFIERS- Global Studies; Media Education; *Media Ethics; Universality

This paper reviews the major studies of international and national approaches to media ethics and describes the various academic and global contexts for international media ethics study. It suggests methodology for helpful, if embryonic, comparison and for accurate pattern recognition. The paper explores the question of whether there are universals--common ethical values or guidelines--in national and cultural approaches to media ethics, and hypothesizes three such universals based upon areas of common ground within available media ethics codes, guidelines, and similar documents. Five diagrams and 61 notes are included; a bibliography of 12 articles and 22 books is attached. (Author/SR)

ED 310 533 EA 021 255

Lawson, John
Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
New Hampshire School Administrators Association, Durham.
PUB DATE- Jun 89
NOTE- 22p.; For other documents in the series, see EA 021 251-256.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Decentralization; Elementary Secondary Education; *Excellence in Education; *Participative Decision Making; *Principals; School Administration; *School Based Management; School Organization; School Supervision

This report is the fifth in a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The role of school administrators, and especially building principals; the characteristic administrative functions; the step-by-step procedures for implementation; and the advantages and possible disadvantages of school-based management are discussed. Framing the discussion are two fundamental beliefs: (1) Those most closely affected by decisions should play a significant role in making those decisions; and (2) educational change will be most effective and long-lasting when carried out by people who feel a sense of ownership and responsibility for the process. (JAM)

ED 310 605 EC 221 013

Bergers, Ton
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
PUB DATE- Sep 88
NOTE- 36p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE- English; Japanese
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Disabilities; Foreign Countries; Government Role; *Physical Disabilities; Postsecondary Education; Rehabilitation; *Residential Programs; Secondary Education; Special Education; *Trend Analysis; *Vocational Education
IDENTIFIERS- *Netherlands

Two papers examine vocational training, special education, and government services for the disabled in the Netherlands. Originally presented at a convention poster session of the 16th World Congress of Rehabilitation International, the first paper focuses on the national institute at Werkenrode which provides a residential practice-based education for physically disabled young people up to the age of 25. Vocational training is provided in administration, printing, and horticulture. Practical training is provided both at the institute and in the individual's home community. Job placement was 100% for pupils completing the approximately 18-month program in 1987. In addition, the institute conducts a secondary school for 190 students with disabilities. The institute also plays a role in changing public attitudes toward the disabled and in supporting research. The second paper reviews services for the disabled noting the role of the government, regional assistance, and the private sector. The variety of living arrangements provided is summarized as are transport accommodations, leisure activities, the role of work, sheltered workshops, early detection, special education, and vocational training. Current issues addressed include a decline in resources, increased government rules, and automation. (DB)

ED 310 307 CG 021 883

Wolf, Thomas M.; And Others
The HIV-Infected Patient and Family Social Support.
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (10th, San Francisco, CA, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Coping; *Family Relationship; *Homosexuality; *Patients; *Psychological Evaluation; Social Support Groups

The goal of this study was to examine the complex interplay among family, neuropsychological, psychosocial, psychiatric, and immunological variables with human immunodeficiency virus (HIV)-infected homosexual/bisexual men and their families. The subjects were a broad spectrum of 29 outpatient HIV-infected homosexual/bisexual men between the ages of 18-45 who were not mentally retarded or acutely psychotic and who allowed a significant other family member to participate in the study. The evaluation of the patient at a hospital outpatient clinic consisted of neuropsychological (2 hours), psychosocial (1 hour), and psychiatric (1 hour) evaluations as well as blood drawing and took place at the same time the significant other was given the family evaluation (1 hour). The family evaluation focused on life events, family resources, and ability to cope. Findings indicated that the subjects were experiencing considerable psychological distress and neuropsychological problems relative to norms for male outpatients. Active behavioral coping related to enhanced mood while greater social support was related to more positive mood and less distress. Family resources were related to better immunological functioning. Patients who took responsibility for their own health and well-being and who had a strong sense of family social support starting early in the disease process were more likely to adapt to and cope effectively with their illness, positively affecting disease progression, morbidity, and mortality. (ABL)

ED 310 458 CS 506 788

Woodress, Frederick A.

Criminals Assess Their Treatment by the Media.

PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correctional Education; Criminals; Interviews; Mass Media Effects; *Mass Media Role; Mass Media Use; Media Research; *News Reporting; News Writing; *Prisoners; Social Influences
IDENTIFIERS- *Media Coverage; Media Exposure; *Media Responsibility

Ethnographic interviews were conducted to determine how criminals assessed their treatment by the media. Twenty-five inmates, all participants in a mass media communications journalism course at Pendleton Reformatory in Pendleton, Indiana, were videotaped while answering the question: How do you regard the treatment given you by the media during your arrest, trial and incarceration? Of the 25 interview subjects, 17 reported negative experiences with the media, four had good and bad reports, three expressed only positive feelings and one avoided the subject by talking about good public relations techniques. Ten conclusions were drawn from the taped interviews. They include: fairness, thoroughness, and objectivity should be observed by the media, including fairness to the victim, the law enforcement people, the prosecutor, the judge, the court and the criminals; and reporters should dig deeper for the facts and not just settle for handouts from the authorities. (Thirty-eight notes are included.) (MG)

ED 310 488 EA 021 048

Visscher, A. J.; Witziers, B.
Coordination and Its Effect in Secondary Schools.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; *Coordination; *Educational Cooperation; Foreign Countries; *Institutional Cooperation; Instructional Effectiveness; Instructional Leadership; *Linking Agents; *Parent School Relationship; School Community Relationship; Secondary Education
IDENTIFIERS- *Netherlands

An examination was made of the nature and extent of instructional coordination in secondary schools of the Netherlands; specifically, between teaching teams within schools, between teams in different subject areas, and between schools. Four out of 20 Dutch schools were persuaded to participate. Three members of the school management and about 30 teachers from each school were interviewed. The results suggest that one of the most important linkages used in schools was structural in nature with an emphasis on the instructional content. Textbooks played a central role in determining the content of the instruction, and teams used these textbooks as means to plan the instructional process. Findings indicate a strong belief on the part of all those interviewed that a high level of coordination will increase students' achievement; findings also show that cultural linkages are the most important factor in generating students' learning outcomes. The importance of nationally set objectives to guide the instructional process was also noted, as was the fact that interpersonal linkages were scarce in the schools examined. (12 references) (SI)

ED 310 503 EA 021 220

Education Reform Survey.

Council of State Governments, Lombard, IL. Midwestern Legislative Conference.

SPONS. AGENCY- Roper Organization, Inc., Washington, DC.
PUB DATE- Aug 89
NOTE- 22p.
AVAILABLE FROM- Council of State Governments, Midwestern Legislative Conference, 641 E. Butterfield Road, Suite 401, Lombard, IL 60148 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Mail Surveys; *State Boards of Education; State Curriculum Guides
IDENTIFIERS- Partnerships in Education; *United States (Midwest)

Midwestern educators paint a hazy picture of the past 5 years of educational reform. While the general consensus is that great strides have been made by local schools and school districts, few agree that state governments' efforts to facilitate reform have been adequate. To meet the challenges of the future, the majority of midwestern educators believe that change is needed at the state and national levels as well as at the grass-roots level of education. A total of 2,411 teachers, principals, and superintendents in 12 midwestern states responded to a survey in which 10,412 questionnaires were mailed. Particular concerns expressed by these educators regarding state educational reform include the following: (1) current inequitable school funding and teachers' salaries; (2) reform efforts remaining in the statehouses rather than moving to the classrooms; (3) legislators' lack of understanding of real school needs; and (4) unclear, incoherent, and difficult implementation of state reform suggestions. The majority of educators believe that educational quality can be improved by encouraging business and school partnerships and promoting students by developmental levels rather than conventional grade levels. School policy, educators believe, should be mostly influenced by local teachers, with this influence radiating outward to the local and then the district administration. (KM)

ED 310 518 EA 021 239

Guthrie, Harold D.
Integrating and Applying the Successful Components for School Improvement.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Decentralization; Educational Change; *Educational Development; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Instructional Leadership; *School Effectiveness; Superintendents
IDENTIFIERS- *Cedar Rapids Community School District IA

The superintendent of Cedar Rapids (Iowa) Community School District discusses school improvement in light of several basic assumptions. The superintendent of schools can be the most influential person in the district. A handful of management techniques or processes can influence teaching and learning. Keeping highly effective schools is an absolute imperative for economic growth and development. Awareness of the "effective schools" movement is also essential. The paper ends with a brief discussion of five key components of school improvement: (1) strategic planning; (2) decentralized management plans; (3) specific curriculum format; (4) maximization of human resources; and (5) support people/teacher cooperation. Appended is the Cedar Rapids Community School District School Improvement Plan. (SI)

ED 310 548 EA 021 280

Spurger, Steven O.
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper.

PUB DATE- 20 Jul 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Dismissal (Personnel); Elementary Secondary Education; Employer Attitudes; *Employer Employee Relationship; Employment Practices; *Labor Legislation; Teacher Dismissal
IDENTIFIERS- *Private Sector; *Public Sector

As a result of the large number of employees who feel a sense of duty to report waste and corruption within their firms, 500,000 people each year are unjustly dismissed. This document reviews several positions taken by various courts and illustrates some common ground for employees who have been unjustly dismissed due to their whistleblowing. First, private employers can be held liable for unjust dismissals provided the employee can find a statute that has been violated, or if the employer performs a great deal of governmental work. First Amendment rights are not always guaranteed for nongovernmental employees, but when the public good is jeopardized, the employee stands a better chance of receiving a favorable ruling. Second, the burden of proof for an unjust dismissal lies initially with the dismissed employee. Third, when suing for damages or relief, many statutes require that such action be taken within a prescribed time period. Finally, discrimination need not lead to dismissal for employees to seek redress; however, again the burden of proof is on the employee. Dissidence in the workplace today is more acceptable than in the past; employees feel they are entitled to express themselves freely, and the courts are increasingly agreeing. (18 references) (KM)

ED 310 562 EC 220 766

Smith, Judy D.
The Children's Project: A Residential Option for Children with Developmental Disabilities.
PUB DATE- 88
NOTE- 10p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Daily Living Skills; Delivery Systems; *Developmental Disabilities; *Family Problems; *Foster Care; *Multiple Disabilities; *Placement; Residential Programs; Respite Care; *Self Care Skills; Social Services
IDENTIFIERS- Oregon

The purpose of the Children's Project in Oregon was to provide services to five children (ages 5 to 12) with developmental disabilities whose families were experiencing stress. Each of the children had at least three disabilities and was placed outside the family home in a foster care home for various reasons. The project staff included each child's case manager, the home provider, a parent trainer, the child's natural parents, and an administrator. Results of the project indicated that the children acquired self-help skills. Benefits and limitations of the project are discussed. (Author/DB)

ED 310 592 EC 220 796

A Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for the Study of Correctional Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 190p.
GRANT- G008530055
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Continuation Students; Coordination; *Correctional Rehabilitation; *Disabilities; Education Work Relationship; Inservice Education; Prisoners; Program Development; Referral; Secondary Education; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Incarcerated Youth

The Youth Reentry Specialist (YRS) project was designed to coordinate the reentry of handicapped youth from a juvenile corrections facility into special education programs and the world of work. The project's goal was to increase the probability of special education and vocational program participation of handicapped parolees. The project resulted in a number of new services, including referral of students to the appropriate Director of Special Education and to related agencies. In addition, student counseling has been made readily available; interagency cooperation; has been encouraged; and inservice training of parole officers, social workers, and parole board members has been provided. This report contains: (1) an overview of the YRS project; (2) the end-of-year financial report; and (3) the findings of the YRS evaluation (including a description of the research methodology). Six appendices which make up the bulk of the report, include copies of interagency contracts and purchase requisitions, a job description and list of performance objectives for the Youth Reentry Specialist, a grant evaluation instrument, YRS strategy worksheets, and a copy of a paper by Stan Karcz titled "Transition Services for Post-Release Reintegration." The YRS strategy worksheets describe program objectives, tasks, strategies, criteria, resources, and timelines. Objectives focus on such areas as: supporting parole agents in their efforts to transition handicapped inmates from the institution to special education programs, consulting effectively with service providers about special education and vocational programming needs of handicapped former inmates, and developing monitoring and evaluation systems. (JDD)

ED 310 633 FL 018 139

Cook, V. J.
The Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE- 89
NOTE- 47p.; For related document, see FL 018 133.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Applied Linguistics; Educational Trends; *Grammar; Language Research; *Linguistic Theory; *Relevance (Education); *Second Language Instruction; *Textbooks; Trend Analysis

During the 1980s, there has been some movement toward a return to grammar in the applied linguistics of language teaching, as seen in the number of grammar-based English-as-a-Second-Language textbooks published and in the grammatical emphasis of certain successful textbooks. However justifiable this is as a reaction to the move away from grammar and toward communication, it is a regressive step if the concept of grammar used is confined to outdated and invalid concepts. Applied linguists must seriously consider the advantages of contemporary models of grammar that have developed between 1980 and 1988. Neglecting these developments could progressively isolate the applied linguist from current and relevant research into native-language acquisition and second-language learning, impoverishing the field of applied linguistics for language teaching. (MSE)

ED 310 250 CE 053 056

Youth Conservation Corps Guidance.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- Jan 89
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accounting; Adolescents; *Conservation (Environment); Conservation Education; *Disadvantaged Youth; *Employment Programs; Environment; *Federal Programs; Guidelines; Natural Resources;

*Program Administration; Program Implementation; Recordkeeping; Wildlife Management; *Youth Programs
IDENTIFIERS- *Youth Conservation Corps

This document provides guidelines for operating Youth Conservation Corps programs under both the Fish and Wildlife Service and the National Park Service. The guide contains 11 units that cover the following topics: (1) enrollees; (2) enrollee payroll; (3) enrollee problems; (4) Youth Conservation Corps staff; (5) accounting; (6) operations; (7) environmental awareness; (8) reporting; (9) serious incident reporting; (10) safety; and (11) forms and examples. Appendixes contain information on the Privacy Act and the Child Labor and Fair Labor Standards Act. (KC)

ED 310 278 CE 053 098

Introduction to Automotive Service. Teacher Edition. Automotive Service Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

REPORT NO.- 89-006696
PUB DATE- 89
NOTE- 1,461p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1226, $52.00).
LANGUAGE- English
EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; First Aid; Guides; Hand Tools; *Motor Vehicles; Postsecondary Education; Safety; Secondary Education; Trade and Industrial Education
IDENTIFIERS- *Automotive Services; Brakes (Automotive); Transmissions (Automotive)

This document provides instruction for high-priority competencies on task lists developed by the National Institute of Automotive Service Excellence. Contained in this teacher's guide are the materials necessary to teach 11 competency-based instructional units related to the automotive service industry. The following instructional units are included: (1) study the automotive service trade; (2) learn and apply general safety practices; (3) develop first aid skills; (4) apply related math and measuring; (5) study automotive design; (6) use automotive service reference manuals; (7) remove and install common fasteners; (8) use common hand and power tools; (9) maintain fluids and lubricants; (10) remove and replace seals and gaskets; and (11) apply related electrical principles. A short chapter that explains how the document should be used precedes the instructional materials. Instructional materials for each unit include some or all of the following elements: (1) student performance objectives; (2) suggested activities for the teacher and students; (3) "must know" content essential for meeting the cognitive objectives of the unit; (4) student handouts; (5) transparency masters; (6) student assignment sheets; (7) tests; and (8) answers to tests and assignment sheets. These elements appear on different colored pages within the document. (CML)

ED 310 293 CG 021 137

Carter, David E.; Campbell, David E.
Stress in the Work Environment: An Examination of Social Support and Hardiness.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; College Students; *Employees; Higher Education; *Social Support Groups; *Stress Management; *Stress Variables; *Work Environment
IDENTIFIERS- *Hardiness

Stress in organizations continues to be of interests to researchers in industrial psychology, organizational behavior, and human resources development. This study examined the effects on stress of an individual's social support and hardiness in a work environment. Subjects were 90 employees of an industrial firm and 50 undergraduate students who worked part-time. Sixty-eight subjects (49%) completed useable questionnaires measuring stress, perceived stress, social support, and hardiness. Results showed that, for

subjects receiving low levels of social support, an increase in work stress was associated with increased perceptions of stress. However, for subjects receiving high levels of social support, increasing work stress was not associated with notable increases in perceived stress. Results of this research support the theoretical concept that social support can moderate stress effects. Managers are in a position to encourage or prevent the development of social support on the job. Implications of the research can be readily applied through management action. (Five figures are included.) (ABL)

ED 310 367 CS 009 772

Garcia, Georgia Earnest; And Others
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 85p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Context; Family Environment; *High Risk Students; Literacy; Reading Achievement; *Reading Instruction; Reading Programs; *Reading Research; Second Language Learning; Student Characteristics; Teacher Behavior

Presenting a representative sample of recent (1977-1988) professional literature dealing with reading instruction, development, and performance of children who have been labeled at-risk, this 227-item annotated bibliography encompasses qualitative and quantitative research, literature reviews, and conceptual pieces that are undergirded by empirical research or referenced articles. The bibliography includes both first- and second-language reading research related to literacy concerns of identifiable populations who traditionally have not fared well in American schools. The references have been assigned to one of nine general categories: (1) the development of reading ability; (2) instructional programs; (3) instructional strategies, curriculum, and practices; (4) teacher decisions and behavior; (5) student characteristics and behavior; (6) sociolinguistic considerations; (7) sociocultural perspectives; (8) assessment and referral; and (9) home influences. An author index is attached. (Author/RS)

ED 310 397 CS 212 030

Terry, Danal; Lasorsa, Dominic L.

Ethical Implications of Digital Imaging in Photojournalism.

PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Ethics; *Journalism; Legal Problems; *News Media; Photography; Technological Advancement
IDENTIFIERS- *Digital Retouching (Photography)

Arguing that the news media are about to adopt digital imaging systems that will have far-reaching implications for the practice of journalism, this paper discusses how the news media is expected to adopt the new technology and explains why the marriage of journalism and digital imaging will create ethical issues with respect to photo manipulation that need to be resolved. The paper

makes several recommendations for photographers and journalists. Reference citations are included. (RS)

ED 310 412 CS 212 063

Kapoor, Suraj; Cragan, John F.
Conformity in the Newsroom--A Fresh Look.
PUB DATE- Aug 89
NOTE- 54p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Case Studies; *Editors; Employer Employee Relationship; *Newspapers; *News Reporting; Organizational Communication; *Political Attitudes; Press Opinion; Q Methodology; Questionnaires
IDENTIFIERS- *News Reporters

To investigate the role of newspaper executives in influencing reporters' political perceptions and coverage of political news, a study examined whether reporters and their executives tend to hold similar views on major domestic and foreign policy issues. Two instruments were developed: a 45-card Q-deck containing liberal, conservative, and pragmatic viewpoints; and a questionnaire concerning types and frequencies of communication between staffers and executives. Three midwestern newspapers were chosen--one small, one medium, and one large, in terms of circulation. Subjects were the managing editors of the three newspapers, 14 editors, and 49 staffers. Results indicated that there is widespread diversity among journalists on political topics and that political conformity did not appear to exist in the three newsrooms in the study. (Three tables of data provide the Q-factor analysis of responses of small newspaper participants. (SR)

ED 310 427 CS 506 663

Shailor, Jonathan G.
Toward an Ethics of Communication.
PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Arbitration; Case Studies; *Communication (Thought Transfer); Communication Problems; Communication Research; Ethics
IDENTIFIERS- Communication Behavior; *Mediation; University of Massachusetts Amherst

As part of an ongoing study of The Mediation Project at the University of Massachusetts at Amherst a mediation process was observed and recorded, followed by a group interview including both disputants and mediators. The two disputants had lived together for two years and had made several purchases together. They participated in the mediation project to clear up their financial problems after they separated. The entire mediation lasted two sessions, and ways in which people might go about assessing good communication were explored. The study yielded six principles of good communication: (1) it is good to affirm and enact desired self-images and forms of relationships; (2) it is good to be clear about personal needs and goals; (3) it is good to understand and acknowledge the meanings which other people hold for the world; (4) it is good not to create insoluble problems; (5) when good intentions lead to undersirable consequences, it is often useless to spend time affirming good intentions; and (6) it is good to initiate an action to change an undesired pattern of interaction. The evaluation was heavily context-dependent and presupposed certain inherent features of communication. The person who successfully exploits the communication process can be thought of as someone who calls forms of reality into being; who works to create this reality; who acknowledges that this game of creation involves other players; and who recognizes that although the game escapes conscious control, this does not exempt individuals from responsibility. (Seventeen references and one appendix containing a rules analysis are attached.) (MG)

ED 310 473 CS 506 818

Bintz, William

Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class.

PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Classroom Techniques; Communication Research; *Communication Skills; Curriculum Research; Ethnography; Higher Education; *Interpersonal Competence; *Legal Education (Professions); Simulation; Teacher Student Relationship
IDENTIFIERS- *Mock Trials

An ethnographic study explored to what extent Trial Practice facilitates interpersonal skill development. Subjects, nine third-year law students enrolled at a large midwestern university law school, were observed over the course of a semester. Data collection included personal observations, informal interviews, fieldnotes, tape-recordings of teacher-student conferences, a questionnaire, and a researcher's journal. Results indicated that Trial Practice has a direct impact on changing student views of law school curriculum, on reformulating students' definitions of the skills needed to become a competent lawyer, and on facilitating students' introspective views of their own learning processes. Findings suggest that legal education should place more emphasis on interpersonal skill development by focusing instruction on training law students not only to "think like lawyers" but also to "feel like lawyers." (RS)

ED 310 534 EA 021 256

Schwab, Richard
Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
New Hampshire School Administrators Association, Durham.
PUB DATE- Jun 89
NOTE- 17p.; For other documents in the series, see EA 021 251-255.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Excellence in Education; *Instructional Effectiveness; Teacher Administrator Relationship; Teacher Education; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teacher Supervision
IDENTIFIERS- *New Hampshire

In this sixth report in a series about cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s, nine major issues involved with revision of teacher evaluation in New Hampshire are outlined and described. After the issues are identified, a source is cited for obtaining journal articles, book chapters, questionnaires, sample forms, and examples of teacher evaluation plans. Initiating the revision process is the focus of the first issue. Issue 2 describes the purposes of teacher education. Issue 3 discusses teacher and administrator involvement in teacher evaluation. Issue 4 centers on developing a set of agreed-upon characteristics of effective teaching. Issue 5 is concerned with the evaluation process' success in achieving the goals of the evaluation; these goals should be realistically attainable with the resources available. Sources of data that a school district can use in the teacher evaluation process are listed in the sixth issue. Issue 7 discusses the validity and reliability of the evaluation process. Issue 8 concerns who should participate in training sessions. The reexamination and revision of the evaluation plan is the focus of the final issue. (JAM)

ED 310 578 EC 220 782

McDonald, Linda; And Others
Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
PUB DATE- 88
NOTE- 15p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-781.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Disabilities; *Emotional Adjustment; *Family Problems; Helping Relationship; Models; Parent Attitudes; Parent Child Relationship; *Social Support Groups; *Stress Variables

The paper explores the impact of child variables, parent variables, and family resources (professional and informal supports) on the family's ability to cope with a child with special needs. Child variables include child gender, birth order, severity of handicap, degree of child dependency, extent of attachment, age of the child, and presence of behavior and social problems. Parent variables identified are education level, socio-economic status, parental attitudes toward their child's development and special needs, parental age and family size, number of parents in the home, and type and quality of personal and professional supports. Professional supports such as early intervention programs may decrease or increase parental stress. Informal support from family members or friends is related to low levels of parental stress. A model of family adaptation called the "T-Double ABCX Model of Family Adjustment and Adaptation" is discussed. The model identifies a pre-crisis adjustment phase, which is concerned with existing family types, strengths, and capabilities. The adaptation phase of the model concerns the family's ability to adapt to the crisis situation. The model looks at both the demands facing the family as well as the family's strengths and capabilities for meeting those demands. (Author/DB)

ED 310 620 FL 018 064

Arrieta, Kutz; And Others

How Ergative Is Basque?

PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings from the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Department of Linguistics, The Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basque; *Language Patterns; Language Research; Linguistic Theory; *Semantics; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Ergativity

The extent to which Basque displays ergative characteristics (an ergative language treats the underlying subject of intransitive clauses alike in some manner and differently from the underlying subject of transitive clauses) in its syntax is examined. The amount of evidence needed to conclude that Basque or any other language is ergative is discussed, and conflicting claims regarding the Basque language's ergativity are addressed. It is concluded that: (1) making general pronouncements about the syntax of a language can be a mistake if the claim is based only on cursory examination of a single construction type; (2) Basque does not exhibit a syntax that shows the same type of alignment of core semantico-syntactic relations as do non-ergative languages; (3) the presence of a variety of syntactic alignments in Basque provides support for the tripartite division of the core semantico-syntactic relations into transitive subject, transitive object, and intransitive subject; and (4) Basque does not display any "split ergativity" by which ergative morphological patterns are found only in some formal categories. (MSE)

ED 310 236 CE 053 000

Meeke, Noel
The Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-135-7
PUB DATE- 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Planning; Foreign Countries; *Futures (of Society); Postsecondary Education; *Program Improvement; *Science Education; Secondary Education; Student Centered Curriculum; *Technical Education; *Technological Advancement; Vocational Education
IDENTIFIERS- *Great Britain

A feasibility study was made of the implementation of key technology concepts, as espoused by the Engineering Council in collaboration with the Future Education Unit, into school, further education, and higher education curricula. Research--including national conferences, staff development seminars, and cross-curricular assignment work led to the conclusion that it is possible to introduce key technology concepts into curricula, but only with good planning, good management, and good will. A number of parallel steps toward a common target are suggested. The three principal areas requiring work are syllabus design, student-centered learning material, and staff development. It must be stressed that the key technology concepts cannot be tacked on to a traditional subject. Rather, it is a radical new approach that should engender changes of attitude in employers, providers, and students. However, the approach should improve the competitiveness of British industry well into the 21st century. (Recommendations for implementation of key technology concepts are made, and guidelines are provided for curriculum and planning. Examples of key technology education in specific courses are shown.) (KC)

ED 310 264 CE 053 081

Rothstein, Frances R.
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
National Association of Counties, Washington, DC.; National Association of Private Industry Councils, Washington, DC.; National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D. C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- 89
NOTE- 30p.
GRANT- 99-8-1272-72-021-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Compliance (Legal); *County Programs; *Dislocated Workers; Economic Development; Educational Finance; Employment Programs; Federal Legislation; Federal Programs; Futures (of Society); *Government Role; *Job Training; Local Government; Program Implementation; Regional Programs; *Retraining
IDENTIFIERS- *Economic Dislocation Worker Adjustment Assist Act; *Job Training Partnership Act 1982

This issue paper, intended to stimulate discussion within the employment and training community, was developed in response to the Economic Dislocation and Worker Adjustment Assistance Act (EDWAAA), the recently passed amendments to the Title III dislocated worker program of the Job Training Partnership Act (JTPA). The fact sheets and option paper that make up this document represent efforts to provide local government officials with information about the changes in the law and the kinds of choices available to service delivery area administrators, local elected officials, and private industry councils as they begin to negotiate with their governors about their role in delivering Worker Adjustment Assistance Program services. The first part of the paper contains: Worker Adjustment Assistance Program fact sheets covering substate area designation; substate grantee designation; distribution of funds; federal, state, and local dislocated worker services; eligibility; and state council composition and responsibilities. The second part of the paper discusses: (1) local roles, options, and issues in the early implementation phase of EDWAAA; (2) designation of substate areas and substate grantees; and (3) other issues that affect local options and program outcomes. (KC)

ED 310 323 CG 021 899

DeVault, Christine
Taking Chances with Sex. Title No. 502.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-77-X
PUB DATE- 89
NOTE- 175p.; For related documents, see CG 021 898-901.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Contraception; *Decision Making; Moral Issues; Moral Values; Peer Acceptance; Pregnancy; Reader Text Relationship; Secondary Education; *Sex Education; *Sexuality; Simulation; Story Reading
IDENTIFIERS- *Interactive Fiction

This story, one of three in The Sexuality Decision-Making Series for Teens, contains several different possible plot lines depending on the decisions the reader makes for the characters at varous "choice points." The study focuses on the theme of birth control: when Christy and David decide to have sex, they have to face the responsibilities that go with that decision. Decisions about whether to use birth control and which kind, going to a clinic, what to say to parents, and dealing with the complexities that accompany their decision are some of the issues addressed. In one of the plot lines of the story, Christy thinks she is pregnant. The story models the following behavior: ways to bring up the subject of using birth control in advance of a romantic situation; ways to talk to parents about the subject of birth control; ways for both partners to take responsibility; ways to insist on using birth control even if the partner is resistant; ways to find out more about birth control; and ways to overcome the fear or embarrassment of going to a clinic or buying condoms. (TE)

ED 310 338 CG 021 914

Swanson, Lesley Anne; Baenen, Nancy R.

The School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- ORE-88.24
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; *Dropout Prevention; *High Risk Students; High School Students; Middle Schools; *Nontraditional Education; *Outcomes of Education; Potential Dropouts; *School Guidance; Secondary Education; Student Problems; Youth Problems

The School-Community Guidance Center (SCGC) is an Austin, Texas alternative education program for high-risk students. It employs three project specialists to work with high-risk and delinquent students at two locations, Rice secondary school and a juvenile detention center. Most of the students are referred for disciplinary reasons. Students in grades 6-12 are housed together. Awards assemblies are held at the end of each 6-week grading period. Faculty and staff are encouraged to informally "adopt" students. Homework is assigned three times a week. Evaluation of the program indicated that: (1) most Rice students were more confident about staying in school through graduation; (2) a followup of Rice students 1 year after exit showed that 40 percent had dropped out and 40 percent were attending their home schools; (3) most of the Rice students were from low income families; (4) faculty turnover at Rice was high, a situation which may be related to the lack of salary incentives and special training; (5) gang membership emerged as a problem at Rice and the juvenile detention center; (6) the student teacher ratio at the juvenile detention center was 17:1; and (7) the recidivism rate for the juvenile detention center was 71 percent entered for the first time, 21 percent for the second time, and 8 percent for the third through seventh time. (ABL)

ED 310 353 CS 009 757

McGinley, William; and Others

The Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 50p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Critical Reading; *Critical Thinking; Higher Education; *Learning Processes; Protocol Analysis; Reading Processes; Reading Research; *Reading Writing Relationship; Writing (Composition); Writing Processes; Writing Research
IDENTIFIERS- Purpose (Composition); *Thinking Skills

A study explored students' dynamic use of various forms of reading and writing to learn. In investigating the relationship between learner initiative, literacy, and the ability to conduct a critical inquiry of a topic of study, seven college undergraduates were asked to direct their own reading and writing engagements enroute to composing a persuasive essay. The main sources of data for the analyses were video-taped work sessions, think-aloud protocols, persuasive essays that the students produced, and students' responses to the debriefing interviews. Analysis of students' think-aloud protocols and debriefing interviews indicated that the reasoning in which students were involved, and how reasoning changed across the task, was a complex phenomenon mediated by both specific reading and writing engagements and the purposes for which these activities were undertaken. Results of the debriefing interviews, in conjunction with the think-aloud protocols and students' essays, revealed that an individual learner was capable of creating a kind of vicarious community of readers and writers exchanging different topical perspectives with one another as they moved back and forth between writing notes, reading articles, writing the essay, reading the essay, and reading their notes. Findings suggest that in order to foster students' ability to inform themselves about topics of study, ways of helping them begin to direct their own reading and writing activities in order to learn need to be explored. (Five figures and 11 tables of data are included, and 61 references are attached.) (Author/MG)

ED 310 383 CS 211 956

Lovejoy, Kim Brian; Lance, Donald M.

Discourse Analysis: Part I, Information Management and Cohesion.

PUB DATE- Aug 88

NOTE- 59p.; Preliminary version of this paper was presented at the International Systemic Congress (15th, East Lansing, MI, August 1988). A shorter version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). For part II, see CS 211 957.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cohesion (Written Composition); *Discourse Analysis; Intonation; Language Research; Models; Semantics; Syntax; Writing for Publication

IDENTIFIERS- Descriptive Research; *Information Management (Written Composition); *Text Factors

Combining linguistics and composition studies, this paper (part 1 of a two-part article) proposes a model for the analysis of information management and cohesion in written discourse. It defines concepts of discourse analysis--specifically information management, syntax, semantic reference, lexicon, cohesion, and intonation, with examples taken from publications in psychology, biology, and history. The paper discusses key terms related to reference and information, including "information unit," "theme," "rheme," "topic," "comment," "given," "new," "focus," "markedness," "topicalization," "thematization," and "rhematization." Its discussion of spoken discourse includes tone group, pitch, and tonic syllable. Cohesion is also discussed, with examples from the same publications, focusing on lexical cohesion, i.e. repetition, synonymy, antonymy, derivation, inclusion, and collocation. The paper is dependent on notions from the Prague School of Linguistics (Functional Sentence Perspective), M. A. K. Halliday's functional grammar, and research in the analysis of written discourse. Thirty-nine references and an appendix containing the sample texts are attached. (SR)

ED 310 443 CS 506 747

Foss, Kurt; Kahan, Robert S.
Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Futures (of Society); Media Research; *News Media; *Photographic Equipment; *Photographs; *Photography; *Photojournalism; Technological Advancement; Technology
IDENTIFIERS- *Electronic Cameras; *Still Video Cameras

This paper examines the still-video camera and its potential impact by looking at recent experiments and by gathering information from some of the few people knowledgeable about the new technology. The paper briefly traces the evolution of the tools and processes of still-video photography, examining how photographers and their work have been defined by the new technology. The paper offers explanations of how still-video images are recorded and processed, as well as accounts of some recent tests by newspaper and wire service photojournalists. Speculation about changes electronics might cause in the "modus operandi" of news photographers, and about how the viewing public perceives images is presented. Possible abuses are considered, especially the increased potential for unethical manipulation with digital images. The paper concludes that the electronic camera brings with it a potential for great positive change because it will allow photojournalists to work faster and provide more complete coverage than before the adoption of still-video technology. Benefits to media organizations because of the elimination of wasteful and time-consuming darkroom processes are also considered. Thirty-two notes are included, and 97 references are appended. (MS)

ED 310 606 EC 221 015

Manual for Accessibility: Conference, Meeting, and Lodging Facilities . Revised.

National Rehabilitation Association, Alexandria, Va.

PUB DATE- 88

NOTE- 54p.

AVAILABLE FROM- National Rehabilitation Association, 633 South Washington St., Alexandria, VA 22314.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Accessibility (for Disabled); *Building Design; *Physical Disabilities; Standards; Surveys

This illustrated manual and survey forms are designed to be used by organizations, hotel and restaurant associations, interested individuals and others as a guide for selecting accessible conference, meeting, and lodging facilities. The guidelines can also be used with existing facilities to identify specific modifications and accommodations. The guidelines distinguish between minimum considerations and preferred features based on the functional use of facilities and the needs and capabilities of people with disabilities. Most of the minimum or desired features are illustrated with drawings. Guidelines are given for the following facility components: parking/walkways, entrances, interior circulation, public rest rooms, meeting rooms/conference facilities, guest rooms, additional factors, and national conferences/multi-site meetings. Appended are a bibliography, design specifications, and the complete building access survey form for conference, meeting, and lodging facilities. (DB)

ED 310 634 FL 018 144

Sinai, Raquel

An Introduction to Bilingual Education. A Manual for Trainers.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

SPONS. AGENCY- Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
PUB DATE- 86
NOTE- 178p.
GRANT- G008301622
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Classroom Environment; *Curriculum Development; Educational Needs; *English (Second Language); *Identification; Interaction; Intercultural Communication; *Limited English Speaking; *Needs Assessment; Program Design; Program Implementation; State Departments of Education; State Programs
IDENTIFIERS- *New Jersey

This manual was developed for use by the personnel of the New Jersey state department of education to provide technical assistance to local, state, and federal bilingual education and English-as-a-Second-Language (ESL) projects in the state. It contains seven training modules, each consisting of a reproducible workshop packet with procedures for the trainer, overhead transparencies, and handouts. The procedures section specifies the materials corresponding to the instructions given. Module topics include: (1) an introduction to bilingual education; (2) identifying limited-English-proficient (LEP) students; (3) assessing the needs of the LEP students; (4) curriculum issues; (5) cross-cultural interaction in the classroom; (6) organizing and implementing programs; and developing successful programs. While the intended audience is state department of education staff, other potential audiences include school district non-instructional staff (administrators and support services), monolingual teachers with LEP students in their classes, staff from education, resource, and training centers, and parents. (MSE)

ED 310 308 CG 021 884

Rapaport, Ross J.

Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.

Central Michigan Univ., Mount Pleasant. Div. of Student Affairs.

PUB DATE- Jul 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; College Students; *Drug Abuse; Drug Education; *Higher Education; Intervention; Prevention
IDENTIFIERS- *Central Michigan University

Institutions of higher learning are taking responsibility for and becoming part of the societal effort to combat alcohol/drug problems. There are a number of national and state efforts which specifically target higher education for prevention, education, intervention, treatment, and referral efforts. Considerable efforts are currently underway to help address the alcohol/drug problems which exist throughout the entire spectrum of our society. Central Michigan University in Mt. Pleasant, Michigan is involved in this prevention and intervention work. The Alcohol and Drug Abuse Intervention and Prevention Program (ADIPP) is a campus-wide program coordinated through the counseling center. In 1988 Central Michigan University received national recognition for the second time for its outstanding National Collegiate Alcohol Awareness Week programs. Housing, pubic broadcasting, orientation, faculty, student organizations, and the Wellness Resource Center have been involved in alcohol and drug programs. A major needed area of expansion is in providing for systematic prevention, education, intervention, treatment and referral options for all employees. (An overview in outline form of Central Michigan University's campus-wide efforts undertaken during 1988-89 to reduce alcohol/drug problems is included, as well as the plans for 1989-90.) (ABL)

ED 310 459 CS 506 789

Kobre, Ken; And Others

Spanish-American War: "You Furnish the Pictures, I'll Furnish the War."

PUB DATE- Aug 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Freehand Drawing; *Illustrations; Journalism History; Newspapers; *News Reporting; Periodicals; *Photojournalism; *Press Opinion; Public Opinion
IDENTIFIERS- Hearst (William Randolph); Newspaper Circulation; Pulitzer (Joseph II); *Spanish American War

Newspaper and magazine coverage of the Spanish-American War represents the apex and the eventual eclipse of the hand sketch artist as news-gatherer and simultaneously the birth of the modern-day photojournalist. Perhaps of even wider impact was the strong new role of visual reportage. The daily barrage of drawings and photographs by William Randolph Hearst and Joseph Pulitzer, as well as the extensive coverage by "Leslie's," "Harper's," "Collier's," and other magazines, fired up the country's patriotic outrage. During the circulation battle between Hearst and Pulitzer, these publishers discovered the power of pictures not just to entertain but to mold public opinion. (Fifty-one notes and 18 figures (illustrations) are included.) (Author/RS)

ED 310 474 CS 506 820

Brecheen-Kirkton, R. Kent

The Cultural and Intellectual Foundations of 20th Century American Photography.

PUB DATE- Aug 89
NOTE- 70p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Communication Research; Cultural Context; *Literature Reviews; *Photography; Q Methodology
IDENTIFIERS- Aesthetic Communication; *Art Criticism

In order to discover how the photographic medium has been conceptualized, a study examined all books published in the United States from 1902 to 1960 which are part of the intellectual response to photography and a sample of the periodicals which concern themselves with photography. A critical review of the literature combined with Q methodology resulted in the identification of four "schools": (1) the positivists, who carry forth the tradition of most nineteenth century photographers, using photography as a means of reporting events; (2) the ontologists, who view photography as a medium of expression in the tradition of the visual arts; (3) the existentialists, who stress the relationship between the photographer and the medium; and (4) the expressionists, who concern themselves with using the medium symbolically or metaphorically. (Two tables of data, one figure, and 68 footnotes are included; statements used in the Q-sort and statements with the highest and lowest Z-scores are attached.) (RS)

ED 310 489 EA 021 052

Weston, Mark; Walker, Karen
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Jan 88
NOTE- 19p.
AVAILABLE FROM- National Conference of State Legislatures, 1050 17th Street, Suite 2100, Denver, Colorado 80265 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; Educational Finance; *Educational Quality; Educational Research; Elementary Secondary Education; Higher Education; National Surveys; *State Legislation; Teaching (Occupation)
IDENTIFIERS- *Committee Chairs

During fall 1987, the National Conference of State Legislatures contacted the education and higher education committee chairs in every state legislature to ask them about emerging issues. Financing education remains the paramount concern, and the teaching profession and governance are also guaranteed a place in legislative debate. Other areas identified through this survey have emerged during recent sessions. Legislators and the public want their tax dollars to produce a quality education system. Hence, the resulting interest in accountability will endure into the next decade, as will the emphasis on education reform even though it has shifted from passing reform legislation to maintaining legislated reforms and making them work. Issues to watch for during the upcoming sessions include restructuring schools, early childhood education, minority and disadvantaged youth, and money for technology in schools. Tables provide rankings of top issues by state as well as state listings of top issues in 1988. (SI)

ED 310 504 EA 021 221

Hansen, Kenneth H.
The Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 12p.; Report prepared for the Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Organization; Adoption (Ideas); *Change Strategies; *Curriculum Development; Distance Education; *Educational Change; *Educational Improvement; Elementary Secondary Education; Finance Reform; School Choice; *School Organization; State Standards
IDENTIFIERS- Empowerment; *School Restructuring

Restructuring the American education system has become perhaps the leading popular proposal for remedying what has been identified as the sorry state of the nation's schools. This term suggests a thorough, even radical, overhaul and redirection of the entire system. But the intent of these proposed strategies is the restructuring--not the destruction--of the historically successful American school system, now fallen on rather hard times. Basic strategies include (1) restructuring curriculum and instruction by raising state standards, using the effective schools approaches, giving priority to early intervention, using electronic technologies to bring education materials and experience to students while at home, and restructuring the teaching profession itself; (2) restructuring the governance and finance of education by altering established control practices, initiating accountability legislation for financial support of schools, and encouraging school and business partnerships such as the adopt-a-school program; and (3) restructuring administrative power hierarchies and allowing parental choice of schools to instigate competition and encourage excellence. Almost all these restructuring strategies seek to preserve the essential integrity of the current school system. (KM)

ED 310 519 EA 021 240

Otto, Douglas, W.

Administrator Evaluation in the Small School District.

PUB DATE- Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Evaluation; *Educational Improvement; Elementary Secondary Education; Evaluation Research; *Formative Evaluation; *Instructional Leadership; School Districts; *Summative Evaluation
IDENTIFIERS- *Small School Districts

Administrative evaluation improves leadership and promotes professional growth. Each school district should examine state statutes to determine if its evaluation forms and procedures are in compliance. In addition, each district should carefully examine its board policies. The evaluation plan should be designed to encourage productive dialogue between administrators and to promote professional development. The process is intended to be both formative and summative in nature, recognizing strengths as well as identifying areas in need of improvement. Appended is a sample summative evaluation form and instructions for completing annual school plan worksheets. (SI)

ED 310 549 EA 021 281

Wendel, Frederick C.; And Others

Use of the Assessment Center Method in Administrator Preparation Programs.

PUB DATE- 88
NOTE- 37p.; Report partially funded by a grant from the University Council for Educational Administration. Portions contain broken print.
AVAILABLE FROM- Publications, University Council for Educational Administration, 116 Farmer Building, Arizona State University, Tempe, AZ 85287-2211 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Selection; *Assessment Centers (Personnel); Higher Education; *Leadership Training; *Management Development; Professional Development

Administrator selection is of increasing importance due to the critical relationship between administration and school success. To determine the extent of incorporation of the assessment center method--a source of skill information used for administrator selection and development--into administrator preparation programs, sets of data-gathering materials were mailed to chairpersons of 50 University Council for Educational Administration (UCEA) member institutions and 54 nonmember institutions that may qualify for future UCEA membership. The institutional response rate was 64 percent for members and 63 percent for nonmembers. Results indicate that: (1) about 25 percent of both groups use assessment center method principles as key elements in departmental coursework; (2) few departments had developed assessment centers for administrative roles or had held conferences on the assessment method within the past year; and (3) interest in assessment centers among universities is generally low, has declined in a few areas, but has increased slightly within the past year. (KM)

ED 310 563 EC 220 767

Marlett, N. J.; MacLean, H.
A New Life-Style for Persons with Severe Disabilities: Supported Independence.
PUB DATE- 88
NOTE- 11p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Consumer Economics; *Cost Effectiveness; *Delivery Systems; Foreign Countries; *Independent Living; Life Style; Models; *Personal Autonomy; *Resource Allocation; Self Determination; *Severe Disabilities
IDENTIFIERS- Alberta (Calgary)

The paper presents a model which has provided extensive or partial services for 147 persons with severe and complex disabilities. The model, "Supported Independence Using Individualized Dollars" (dollars allocated to a specific client), emerged when the Calgary Association for Independent Living, a small self-help group of disabled persons, was asked to help a multiply disabled, aggressive, young man to stay in the community. The independent living approach stresses consumer control and choice. Individuals live in ordinary apartments with staff they hire themselves, supported by volunteers and natural supports with a voluntary advisory team as backup. The paper describes changes in behavior, the need for supervision, personal decision-making, and funding patterns over a 2-year period for five clients who had all been expelled from other programs. Scales were developed to describe levels of needed accommodation and personal support as well as personal decision-making abilities. Tables detail the changes in each of the clients. Additional tables present figures on initial and current contract costs for the supported independent living program as well as estimates of per day costs for care in institutions care, community group homes, and the supported independence model. (DB)

ED 310 251 CE 053 057

North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.

North Carolina Future Farmers of America.

PUB DATE- 89
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Awards; Competition; Group Activities; Guidelines; Leaders Guides; Postsecondary Education; *Program Implementation; *Recordkeeping; Scholarships; Secondary Education; State Programs; State Standards; *Student Organizations; Vocational Education
IDENTIFIERS- *Future Farmers of America; *North Carolina

This handbook includes forms, applications, rules, procedures, and resource materials pertaining to every Future Farmers of America (FFA) activity, contest, or award that is part of the North Carolina FFA Association Program of Activities in 1989-90. Specific materials include certain individual awards, scholarship information, the face-to-face contest materials, and the federation overall banner description and recordkeeping forms. Information on state association accomplishments and the national convention is also included. (KC)

ED 310 279 CE 053 099

Opportunity 1992. College Courses and the Single European Market.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-151-9
PUB DATE- Jul 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Programs; *Curriculum Development; Developed Nations; *Educational Change; *Educational Needs; Educational Trends; Foreign Countries; *Futures (of Society); Higher Education; Job Training; Models; *Staff Development
IDENTIFIERS- Customized Training; *European Economic Community

The completion of the single market by the end of 1992 will remove internal obstacles to the free flow of goods and services within the European Community. The implications for education and training, and in particular for those colleges selling customized updating and similar courses to companies and organizations, are far-reaching. This bulletin identifies those aspects of the 1992 reforms that are likely to affect colleges and other providers of education and training. It also considers changing training needs and looks at some models for curriculum development, with the emphasis on the kind of short course training being promoted by the United Kingdom's Department of Education and Science in its PICKUP updating skills program. Three case studies, involving community law and trading, language training, and quality assurance, are included in the paper. (KC)

ED 310 294 CG 021 372

Stoltenberg, Cal D.; Beasley, Ron

Cultural Differences in Premarital Attributions regarding Successful Marriages.

PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Differences; *Expectation; Higher Education; *Marital Satisfaction; Marriage; *Mexican Americans; *Sex Differences; Spouses; Student Attitudes; Success; *White Students

Previous research and literature have shown that college students' and premarital couples' perceptions and attitudes toward marriage and family are only partially understood by researchers and educators. This study was conducted to examine the attitudes of Mexican American and Anglo American college students regarding marriage partners. Students (N=128) completed a Potential Spouse Checklist which consisted of 409 behaviors and eight attributional items representing activities common in marriage. Students reported their opinions concerning those activities viewed as important in maintaining a good marital relationship. The results revealed some cultural differences between Mexican American and Anglo American subjects regarding expectations about marriage. The Potential Spouse Checklist reflected significant differences for Anglo Americans and Mexican Americans as well as for males and females in the areas of Companionship, Affection, House Management, and Personal Habits. Overall results are consistent with previous studies which have suggested no important differences between Anglo Americans and Mexican Americans for martial satisfaction, ethnicities, family cohesion, and adaptability. (Fifty-three references are included.) (NB)

ED 310 368 CS 009 773

Anderson, Thomas H.; Huang, Shang-Cheng Chiu
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 35p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Concept Teaching; Grade 8; Junior High Schools; *Reading Comprehension; Reading Instruction; Reading Research; *Reading Strategies; *Reading Tests; Student Attitudes
IDENTIFIERS- *Concept Mapping; Concept Maps; *Expository Text

A study examined: (1) the feasibility of using concept maps as a measure of content achievement; and (2) whether these measures were sensitive to knowledge learned after reading expository text. Subjects, 131 eighth-grade students, were taught a mapping technique which required them to analyze ideas into propositions and then arrange them into concept maps. Some students were assigned to one of two groups: one group read a content passage; the other read the passage and saw slides. The remaining students were in a control group which received no instruction. All students took a mapping test, a short answer "classroom-type" test, and an attitude questionnaire. Results showed that most students from all ability groups learned to use the mapping technique. Scores from the mapping test were more sensitive to the increases in knowledge gained by reading and seeing the slide presentation than were those from the short-answer test. In addition, the mapping test scores correlated with other indices of schooling progress such as classroom grades and standardized measures of achievement. Although the diagnostic value of the tests seemed to be substantive and could be helpful to teachers and students as they attempt to determine what they do and do not understand, students did not express a positive attitude toward the mapping tests, as indexed by the attitude questionnaire. (Five figures and seven tables of data are included, and 25 references are attached.) (Author/SR)

ED 310 398 CS 212 038

Pease, Edward C.; Stempel, Guido H., III
Surviving to the Top: A Study of Minority Newspaper Executives.
SPONS. AGENCY- American Society of Newspaper Editors, Washington, DC.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Research commissioned by the Minorities Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Administrators; Editors; Journalism; *Minority Groups; *Newspapers; Occupational Surveys; Promotion (Occupational); *Racial Composition; *Racial Discrimination; *Racial Relations
IDENTIFIERS- Journalism Research; Professional Concerns

A study was conducted to determine how minority news executives, assistant managing editors or higher, had gotten started on their newspaper careers, what their experiences had been as minorities in the newsroom, and what suggestions they had for improving the population of minority newsroom executives. Subjects, 42 minority news executives whose names were obtained from the membership lists of national minority journalists' professional associations, responded to a survey that asked about issues of race and retention. Specifically, respondents discussed the degree of racism they had encountered in their careers and were asked to elaborate on how race figured into hiring, job assignments, and advancement. Findings included the following: (1) 85.7% said they had found a great deal or some racism at the newspapers where they had worked; (2) four respondents--three females and one male--said they had found sexism to be an even greater barrier than race; (3) two-thirds of the respondents said that they felt pressure as a result of not being white in a white industry; (4) 83% of respondents said they knew of minority co-workers who had left the newspaper industry, 38% of whom identified race as an issue behind the departure; (5) one-quarter felt that racist attitudes were a reflection of the communities and society in which those newsrooms were located; and (6) 83% of respondents said they had found colleagues to be generally supportive throughout their careers, and 74% said management had been supportive. (Three tables of data are included.) (MS)

ED 310 413 CS 212 064

Peters, William H.
Reaching Out to All Students: The Integrated English Approach.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; *English Curriculum; *English Instruction; *Integrated Curriculum; Language Arts; Language Experience Approach; Literature; Secondary Education; Writing (Composition)
IDENTIFIERS- Curriculum Emphases; English Teachers

Traditional teaching of English language arts is based on a receptive-accrual view of learning, which places the learner in a passive rather than an active role in the teaching-learning process. This approach conveys to the learner the view that the subject matter is fragmented and that teachers prepare discrete, disconnected lessons. L.M. Anderson's cognitive-mediational conception of learning and learners, on the other hand, is supportive of the integrative approach to English language arts and to such models of this approach as that of the California curriculum reform and of the Organic Field Model of the Teaching of English. Instructional representations of subject matter knowledge represented by these models convey to the learner a holistic view of English and of English language arts in use. Such perspectives advance meaningful learning by students, a sense of efficacy by teachers, and greater equity of outcomes for students who come into the classroom with different characteristics. Thus the integrated English approach reaches out to all students. (Excerpts from an instructional unit, "Beyond Imagination," are attached.) (KEH)

ED 310 428 CS 506 672

Harrison, Stanley L.

Teaching Public Relations: The Role of Ethics.

PUB DATE- 13 Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Evaluation; Educational Research; *Ethical Instruction; *Ethics; Higher Education; National Surveys; Program Evaluation; *Public Relations; *Textbook Evaluation

Ethics is an area of increasing concern in U.S. colleges and universities. A recent survey of 183 institutions with major teaching focus on public relations (with 134 returns, for a 73% return rate), indicated that only one in four institutions offers a specific ethics course, and less than half of this group require it. Nevertheless, an overwhelming 93% of the respondents asserted that ethics is included in all courses. A thorough review of all texts cited as most used, however, disclosed slight or cursory inclusion of ethics in texts at all levels. If ethics is an integral part of the coursework, a major burden of that inclusion rests with instructors for significant discussion, lacking textual examples. Most of the ethics courses themselves focus on journalism, not public relations. Ethics, largely neglected, or served with lip-service pieties, requires increasing attention in the public relations sequence. (Author)

ED 310 535 EA 021 259

Harper, Suzanne, Ed.; Epstein, Julianne, Ed.
Corporal Punishment in Schools. NSSC Resource Paper.
National School Safety Center, Malibu, CA.
PUB DATE- May 89
NOTE- 36p.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporal Punishment; *Discipline; Elementary Secondary Education; Negative Reinforcement; *Punishment; *Rewards; *School Safety; *Student Behavior

Arguments for and against corporal punishment are set against a backdrop of overriding public concern about school discipline. In every year since 1969, the Phi Delta Kappan/Gallup Poll has ranked lack of discipline as one of the top two problems in public schools. This report furnishes a historical perspective for corporal punishment, explains its controversial association with child abuse, presents arguments for and against the practice, and outlines student discipline alternatives. Corporal punishment has played a major role in maintaining classroom order and discipline--due to the myth of the incorrigible kid incapable of responding to other methods. Although several studies indicate a link between corporal punishment and low academic achievement, some educators claim the practice is needed to maintain an orderly learning environment. Examination of family role and connections with crime discloses largely negative findings and adverse psychological effects from corporal punishment. Moreover, certain student populations (males, blacks, and poor children) are paddled more often than others. The legal risks involving "reasonable" corporal punishment are substantial. Positive alternatives to corporal punishment are not easily come by and require sensitivity, skill, and self-control. The "Alternatives to Corporal Punishment Report" classifies student misbehavior into three categories and recommended punishments. Other approaches are offered by praise and reward systems, alternative behavior centers, the Tribes program (dividing classes into "tribes" of five to seven students each to facilitate their involvement in one anothers' lives), and reality therapy. References and resource organizations are listed and newspaper articles provided. (MLH)

ED 310 579 EC 220 783

Making a Difference: An Employer's Handbook on Hiring People with Disabilities.

Tucson Unified School District, Ariz.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 24p.; Prepared by the Special Education Department. Portions printed on colored paper.
GRANT- G0087630163
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Education; *Disabilities; Education Work Relationship; High Schools; *Job Placement; Job Skills; Personnel Selection; Vocational Education; *Work Experience Programs
IDENTIFIERS- Arizona (Tucson); Supported Work Programs

The Special Education Vocational Education Program (SEVEP) is a program implemented by the Tucson Unified School District to bring area high school students with special needs together with cooperating employers. Eligible students are identified and pre-assessed regarding individual aptitudes, interests and needs. General instruction may include training in career decision-making skills, employability and social skills training, pre-entry development of specific vocational skills, and related instruction by a job development specialist. Subsequent on-the-job training involves extensive analysis and matching of job sites with student needs and abilities, as well as ongoing monitoring and re-evaluation by job development specialists and the completion of a training plan agreement specifying goals and responsibilities. Later support services include maintaining contact with the job development specialist and the provision of workshops, counseling and additional training as needed. Financial benefits to the employer include Targeted Job Tax Credits, wage subsidies from state and local agencies, and tax deductions for removal of architectural barriers. Other benefits include access to results of pre-screening and ongoing training support and technical assistance. The handbook identifies and gives corrective information for several popular misconceptions regarding handicapped people in the workplace. Appendices explain acronyms, define vocational terms, and list informational pamphlets and sources of job site accommodation assistance. (PB)

ED 310 593   EC 220 798

Davis, William E.
Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative.

PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Educational Philosophy; Elementary Secondary Education; *Ethics; *Interdisciplinary Approach; Public Schools; Regular and Special Education Relationship; *Special Education; *Values

The paper examines the current debate over the Regular Education Initiative within the field of special education. The views of both proponents and opponents are summarized. The paper then identifies five ethical issues and value conflicts which have been largely ignored by both sides and discusses them in the context of the Regular Education Initiative. Issues include: (1) advocacy dilemmas; (2) value differences related to the purposes of education; (3) eligibility criteria for special education services which appear to exclude many at-risk students in need of intervention; (4) excellence versus equity issues; and (5) the impact of educational reform upon at-risk students. It is concluded that the debate can aid in dealing with the economic, social, and educational policies, practices, and priorities which are currently obstacles in fulfilling a real commitment to children in today's society. (Author/DB)

ED 310 621 FL 018 066

Gasser, Michael
Memory Organization in the Bilingual/Second Language Learner.
PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Department of Linguistics, The Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Computer Software; English; Grammar; Japanese; *Language Processing; Language Research; *Learning Processes; Linguistic Theory; *Memory; Models; Second Language Learning; Semantics; *Transfer of Training; Uncommonly Taught Languages; Vocabulary

A framework for describing relationships among the different linguistic systems in a bilingual or second language learner is proposed. The framework attempts to represent the ways in which knowledge of one language is used in integrating into memory new knowledge about another language. The model is partially implemented in a computer program that generates Japanese and English sentences. In the first section, a model characterizing the units of linguistic knowledge and how these units are used in processing is outlined. The second section discusses, within the framework of this model, the possible relationships between units of linguistic knowledge for different languages. The main features of the lexical memory model are that: (1) the units of linguistic knowledge are generalized utterances, generalizations about how sequences of linguistic acts achieve pragmatic goals or convey semantic content; (2) these generalized utterances are arranged in a type hierarchy integrating specific knowledge (lexicon) and general knowledge (grammar); and (3) processing is a matter of classifying input as instances of generalizations in memory and inheriting information from the generalizations. (MSE)

ED 310 324 CG 021 900

DeVault, Christine
Too Soon for Sex? Title No. 501.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-76-1
PUB DATE- 89
NOTE- 131p.; For related documents, see CG 021 898-901.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Decision Making; Moral Issues; Moral Values; Peer Acceptance; Pregnancy; Reader Text Relationship; Secondary Education; *Sex Education; *Sexuality; Simulation; Story Reading
IDENTIFIERS- *Abstinence; *Interactive Fiction

This story, one of three in The Sexuality Decision-Making Series for Teens, contains several different possible plot lines depending on the decisions the reader makes for the characters at various "choice points." The story focuses on the theme of abstinence: Serena and James are in love and need to face the realities of their sexual feelings for each other. The story follows this teenage couple through a series of decisions, each of which affects whether or not they have sex and how they manage their lives. There is also a teenage mother in the story--Serena's friend, Shawna. The story models the following communication skills: how to bring up the subject of sex with a partner before being put in a "compromising position"; how to say no to pressure to have sex even in a situation that has gone pretty far; how to bring up the subject of sex and talk to parents about it; and how to express one's own values positively without losing friends or appearing too "square."(TE)

ED 310 444 CS 506 748

Reaves, Shiela

Digital Alteration of Photographs in Magazines: An Examination of the Ethics.

PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Editors; *Ethics; Interviews; Mass Media Effects; *Periodicals; *Photographs; *Photojournalism; Qualitative Research; Technological Advancement
IDENTIFIERS- *Consumer Magazines; *Digital Retouching (Photography); Journalism Research

A study examined magazine editors' views of some of the ethical considerations posed by digital alteration of photographs. Subjects, 12 consumer news and specialty magazine editors, were interviewed by telephone and asked a series of questions concerning the ethics of digitally manipulating photographs. Results indicated that magazine editors were unanimous in refusing to alter news photos; however, news editors did not consider that digitally cloning backgrounds to fit a layout or cover was substantial alteration. Results also indicated that the editors were split in their initial reaction to the ethics of altering a feature photo. Findings suggest that the editorial formula of a magazine might dictate how far editors could digitally manipulate cover photos. (Sixty-five notes are included.) (RS)

ED 310 607 EC 221 016

Danser, Helen Lisanby
Medications Frequently Used To Treat Persons with Mental Illness.
National Rehabilitation Association, Alexandria, Va.
PUB DATE- Jun 88
NOTE- 27p.
AVAILABLE FROM- National Rehabilitation Association, 633 South Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anxiety; Depression (Psychology); *Drug Therapy; *Mental Disorders; Psychosis; Rehabilitation; Seizures

The manual is intended to assist the rehabilitation professional in planning services for persons with disabilities, such as long-term mental illness, which require treatment with medication, especially psychotropic medications. The compilation of data groups similar medications together and includes such information as purpose of medication, side effects, drug interactions, and additional information for clients, families, and counselors. Data are provided for antipsychotic medications, antiparkinsonian medications, antidepressant medications, antianxiety medications, and anticonvulsant medications. Additionally, questions are suggested for the patient or counselor to ask the physician prescribing the medication. Indexes are provided organized by both generic and trade names. (DB)

ED 310 237 CE 053 001

Working with Adults Who Have Learning Disabilities. Project Upgrade.
Manhattan Adult Learning and Resource Center, KS.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Adult Education Section.
PUB DATE- 88
NOTE- 97p.; Cover title varies.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Failure; *Adult Basic Education; Adult Education; Adult Reading Programs; Aphasia; Attention Deficit Disorders; Communication Disorders; Community Colleges; Dyslexia; *Educational Diagnosis; Hyperactivity; Language Handicaps; *Learning Disabilities; Neurological Impairments; Perceptual Handicaps; Reading Difficulties; Remedial Reading; Two Year Colleges; Writing Difficulties

Intended to help educators develop a philosophy and understanding for working with learning disabled adults, this document consists of an introduction, 11 chapters, a 76-item bibliography, materials and resource suggestions, and three appendices. The introduction provides an overview of learning disabled adults. The chapters include (1) information on the characteristics of learning disabled people; (2) adult learning theory and intervention as they relate to the learning disabled; (3) the importance of psychosocial adjustment; (3) a suggested process for diagnosis and assessment; (4) a review of diagnostic tests; (5) descriptions of the four approaches used to help adults learn to read; (6) 64 tips for instructors working with disabled learners; (7) techniques designed to help both instructors and learners track progress in a program; (8) tips for helping learning disabled community college students with auditory or visual deficits or more general kinds of learning disabilities; (9) a description of the employment problems that learning disabled adults frequently have and the conditions under which they are eligible for vocational rehabilitation services; and (10) educational implications and recommendations for the future. Appendix A contains the results of a 1987 survey of the training levels and needs of adult basic education instructors working at learning centers throughout Kansas. Appendices B and C contain sample forms. (CML)

ED 310 252 CE 053 058

Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.
General Accounting Office, Washington, DC. Div. of National Security and International Affairs.
REPORT NO.- GAO/NSIAD-89-140
PUB DATE- Jun 89
NOTE- 71p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Needs; *Job Training; Military Personnel; *Military Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Improvement
IDENTIFIERS- *Army

A study was made to determine the extent to which Army reservists (the National Guard and the Army Reserve) are training in critical tasks and battlefield survival and to identify the factors affecting this training. Information was gathered by interviewing officials at headquarters offices, analyzing overall Army training information, and visiting 17 reserve component units. The study found that training reservists is difficult because of the limited time they have to train (weekends and one 2-week session yearly). Some of the obstacles found to hamper reservists' training were the following: (1) some Army schools provided little instruction on equipment that soldiers were expected to operate in their units; (2) some units lacked the equipment to teach critical tasks; (3) some units did not focus sufficiently on training soldiers in tasks that support the units' missions; (4) units the researchers visited seldom incorporated survival skills in training exercises; and (5) scarce training time often was not used effectively. The Army is planning some changes in reservists' training. The study recommended that the Army ensure that reservists receive training on the equipment they will operate, in all job tasks critical to their units' missions, and in survival skills. It also recommended that it improve the management of training time and ensure that the strategy for training reservists is fully implemented. (KC)

ED 310 265 CE 053 082

Kelly, Jodie Sue; Elsman, Max
Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- Apr 89
NOTE- 27p.; With an introduction by Jerald T. McNeil.
GRANT- 99-8-1272-72-021-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attendance; Attitude Change; *Disadvantaged; Employer Attitudes; Employer Employee Relationship; *Employment Programs; Enrollment; *Federal Programs; Guidelines; *Job Training; *Labor Turnover; Postsecondary Education; Program Improvement; Public Relations; Recruitment
IDENTIFIERS- *Job Training Partnership Act 1982

This paper, meant to stimulate discussion within the employment and training community, offers a wide range of strategies for keeping clients enrolled in Job Training Partnership Act (JTPA) programs. Issues discussed include the following: (1) why retention is important; (2) gathering and analyzing information; (3) links between client recruitment and retention; (4) retention through intake; (5) technologies for increasing retention after enrollment; (6) improving on-the-job retention; and (7) retaining employers through good times and bad. The handbook stresses throughout that client retention is not an issue that begins after job placement; by then it is often too late. Retention begins with program planning and design, continues through recruitment, intake, program participation, and job placement. The handbook points out some places to start. (KC)

ED 310 309 CG 021 885

Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.

Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-114065
PUB DATE- May 89
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Census Figures; *Correctional Institutions; *Delinquency; Demography; *Trend Analysis; *Youth Problems

This report on the custodial role of the Nation's juvenile justice system presents findings from the 1975, 1977, 1979, 1983, and 1985 censuses of public and private juvenile facilities. Its stated primary purpose is to provide a broad overview of trends and statistical data on the characteristics of the residents and facilities and to assist federal, state, and local administrators in evaluating, developing, and implementing relevant policies and legislation. Terms are defined in these categories: types of facilities and classifications; types of residents; adjudication status; reasons for study; race and expenditures. General notes and methodology are given for each of the censuses. Fifty-one statistical tables are included. Tables 1-17 compare states with one another and group states according to region. Table 18 provides average daily populations of residents in juvenile facilities. Tables 19-30 provides data on juveniles and facilitates by facility type, including data on training schools. Table 31 provides demographic characteristics of juveniles held in juvenile facilities. Tables 32-51 focus on comparisons involving facility types and facility purposes. Publications on relevant topics available from the National Criminal Justice Reference Service are listed. (ABL)

ED 310 339 CG 021 915

Kraig, Glen M.

A Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.

PUB DATE- Jul 89
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Family Income; Family Structure; *Grade 10; High Schools; High School Students; Hispanic Americans; *Nuclear Family; *One Parent Family; *Racial Differences; *Sex Differences; Whites

This study sought to determine if significant differences exist between the degree of academic achievement of 10th grade students who currently reside in one-parent/guardian homes as compared to those who reside in two-parent/guardian homes when students are grouped by sex, total family income, and ethnicity. Academic success was determined by the mean scores on the California Test of Basic Skills in the areas of total reading, total language, and total mathematics. The data were collected at Fontana High School in Fontana, California using the entire population of 10th grade students for whom test scores were available and who were enrolled in a regular English class. The results indicated that: (1) when family income was controlled, there were no significant differences in academic achievement between male and female students of white or Hispanic origin; (2) there were no significant differences in academic achievement levels for white or Hispanic students residing in one- or two-parent families; (3) family income level was a significant factor in the academic achievement of Hispanic students with the exception of females from a one-parent family; and (4) family income was a significant factor in the academic achievement of white males who resided in a two-parent family, wherein the higher income students outperformed the lower income students. (ABL)

ED 310 354 CS 009 758

Dole, Janice; And Others

Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 22p.

CONTRACT- OEG-0087-C1001

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basal Reading; Case Studies; Elementary Education; Evaluation Methods; Reading Instruction; Reading Materials; Reading Teachers; *Textbook Evaluation; *Textbook Selection

A study followed three textbook adoption committees as they evaluated basal reading programs. The committees used "A Guide to Selecting Basal Reading Programs" (developed at the Center for the Study of Reading) to help them evaluate the quality of instruction in existing programs. Case studies of the three committees sought to address the following issues: (1) whether the Guide was helpful; (b) whether it helped committee members focus on the instructional content; (c) whether it influenced teachers in becoming more critical consumers of basal materials; and (d) whether there were factors which contributed to the use of the Guide. All committee members were asked to read the booklets in the Guide and were observed as they used the Guide to evaluate programs. Members were asked to fill out questionnaires to find out whether the Guide was of help and to determine whether it helped them focus on the instructional quality of the basal reading programs. Structured interviews followed classroom observations to determine if teachers had changed their thinking or teaching behaviors. Results showed that 80% of the committee members felt that the Guide was helpful. Research indicated that use of the Guide improved the selection process by giving members information about current reading research, by providing specific criteria for evaluating basals, and by giving committee members a common framework in which to understand what they were evaluating. The extent to which the booklets helped teachers become more critical consumers depended upon each individual teacher's level of prior knowledge and training. Four factors appear to have contributed to the Guide's successful use: time, enthusiasm of committee members, in-service training, and leadership. (Three tables of data are included, and 27 references are attached.) (MG)

ED 310 384 CS 211 957

Lovejoy, Kim Brian

Discourse Analysis: Part II. A Comparison of Published Writing in Three Disciplines.

PUB DATE- Aug 88
NOTE- 47p.; Preliminary version of this paper was presented at the International Systemic Congress (15th, East Lansing, MI, August 1988). A shorter version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). For part I, see CS 211 956.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cohesion (Written Composition); Counseling; *Discourse Analysis; Higher Education; History; Language Research; Models; *Writing Across the Curriculum; *Writing for Publication; Writing Research
IDENTIFIERS- Academic Discourse Communities; Information Management (Written Composition); Text Factors

Combining linguistics and composition studies in a two-part article (in which part I presented the principal concepts of cohesion and information management used in spoken and written discourse) this paper, part 2, describes a model that applies some of these concepts in analyses of the content of samples of published writing in three disciplines (counseling psychology, biology, and history); discusses the findings of the analyses; and makes suggestions on how the findings can be applied in future research and teaching. The paper reports that chi-square comparisons of data revealed significant differences in cohesive density and in comparisons of the use of lexical ties: types, number of words entering into lexical ties, and the distribution of lexical ties in themes and rhemes. Fewer significant differences in distributions of ties were found in themes than in rhemes, suggesting significant differences in the ways in which given and new information are managed in diverse disciplines. Eight tables of data are included. Twenty-six references and two appendixes (one containing tables showing levels of significance of chi-square tests of comparisons of data on cohesion and information management, and one discussing methodology) are attached. (SR)

ED 310 460 CS 506 790

Lester, Paul; Smith, Ron
African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.

PUB DATE- Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Advertising; *Blacks; Black Stereotypes; Content Analysis; Journalism History; Mass Media Role; *Periodicals; *Photographs; *Photojournalism; Racial Bias
IDENTIFIERS- Life Magazine; *Media Coverage; Newsweek Magazine; Time Magazine

A study explored whether the pictorial coverage of African-Americans in three national magazines (Life, Newsweek, and Time) has increased over time, whether the content categories of those pictures has changed, and whether the picture percentage for African-Americans has approached their percentage of the population (11%). Content analysis of pictures was performed at five-year intervals for the years 1937 to 1988, checking for African-American presence in covers, and in pictures related to everyday life, prominent persons, social commentary, advertisements, entertainment, sports, and crime. Findings included: (1) the African-American percentage has increased from an average low for all three magazines of 1.1% in 1942 to an average high of 8.8% in 1988; and (2) the increase is due largely to dramatic increases in everyday life, prominent person, and advertisement subject categories. This trend indicates the way the American media have evolved--from the stereotypical coverage of 50 years ago, towards more sensitivity on the part of editors to showing African-Americans as equal members of society, a trend which should be encouraged. (Five tables of data, 8 figures, and 25 notes are included.) (SR)

ED 310 475 CS 506 823

Reagan, Joey; And Others

Using Grunig's "Indices for Models of Public Relations" To Differentiate Job Functions within Organizations.

PUB DATE- Aug 89

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). The appended "Indices" contains small, broken print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Communications; Evaluation Research; *Job Analysis; *Models; Organizations (Groups); Persuasive Discourse; *Public Relations; Questionnaires

IDENTIFIERS- Job Dimensions; Washington

A study was conducted to determine the function of a firm within the context of public relations practice. The assessment of James E. Grunig's "Indices for Models of Public Relations" (an instrument for measuring the type of public relations practiced by an organization) was of primary concern. This instrument places public relations practice into four models: (1) one-way asymmetrical primarily serves propaganda purposes; (2) one-way symmetrical provides dissemination of information; (3) two-way asymmetrical attempts to persuade; and (4) two-way symmetrical tries to develop mutual understanding. A sampling of 136 public relations practitioners from the state of Washington responded to the 16-item "Indices" questionnaire in order to describe their job. Results indicated there is no significant relation between the one-way scales and the two-way scales and an inability to clearly distinguish job functions. This information indicates that the "Indices" may not be able to distinguish among the four types of organizations. These "Indices," however, are clearly useful in distinguishing between the two types (one-way or two-way) of public relations organizations. The low explained variance and the low loadings on two items suggest that a more fully developed scale may be more useful. A larger number of items may not only increase the reliabilities, but they may also increase the differentiation among the four models. (Four tables of data are included; 10 notes and a copy of the "Indices" and a Job Function List are attached.) (MG)

ED 310 490 EA 021 055

Hallinger, Philip; Richardson, Don
Models of Shared Leadership: Evolving Structures and Relationships.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Decision Making; Elementary Secondary Education; *Management Teams; *Participative Decision Making; *School Based Management; Teacher Administrator Relationship; *Teacher Participation

Current reform efforts, focusing on teacher empowerment, are based on the belief that lasting school improvement will occur when teachers become more involved in professional decision-making at the school site. Presented in this document are four conceptually distinct models of teacher involvement in schoolwide decision-making, identified on the basis of a review of previous research as well as field experience; these models are discussed in relation to purpose, the role of teachers and the principal, and potential impact on teacher leadership and empowerment. The first model, the Principals' Advisory Council, has been designed to improve the school's organizational climate through the involvement of a representative group of faculty in the decision-making process. The second model, the Instructional Support Team, is intended to bring about instructional improvement within a specific curricular domain, thus representing significant potential for expanding teacher instructional leadership within the school and empowering teachers within a limited sphere. The third model, the School Improvement Team, increases teachers' professional power, but does not have a direct impact on the classroom. And the fourth model, the Leader Teacher Committee, currently limited to prescriptive proposals and contractual agreements, has been designed to improve educational outcomes for children by increasing use of professional staff expertise and by widening accountability within the school site beyond the principal. (31 references) (KM)

ED 310 520   EA 021 241

Jandes, Kenneth M.; And Others

Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness.

PUB DATE- Feb 86

NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Educational Development; Educational Environment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Family School Relationship; *Instructional Leadership; Principals; Public Schools; *School Effectiveness; *Superintendents; *Teacher Attitudes

IDENTIFIERS- *Illinois

This paper examines the perceptions of practicing school superintendents, principals, and teachers as to the degree to which the Edmonds Correlates and other indicators of school effectiveness were present in Illinois public elementary and high schools. Two companion studies examined the perceptions of Illinois public elementary and high school superintendents, principals, and teachers, and assessed the congruence of their viewpoints in seven areas of school effectiveness: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations. The main findings of the elementary study were that personnel from schools having a student enrollment size between 250 and 551 appeared to display similar perceptions, and personnel associated with large elementary schools or with schools in which principals were in that position for fewer than 5 years appeared to display disagreements in their perceptions of school effectiveness. The major findings of the secondary study were that principals and teachers were most alike in their perceptions and that superintendents and teachers were least alike in their perceptions of school effectiveness. (23 references) (SI)

ED 310 550 EA 021 283

Edwards, Floyd H.
Tennessee's Student Drug Testing Law.

PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Use Testing; Due Process; *Educational Legislation; Elementary Secondary Education; Illegal Drug Use; *Policy Formation; School Law; Search and Seizure; State Legislation; *Student School Relationship
IDENTIFIERS- *Tennessee

In 1988, the Tennessee Legislature passed permissive legislation (TCA 49-940) that allows school officials to test suspected students for using drugs. The law provides that testing is optional, with each local education agency deciding whether or not to adopt the policy. Twelve school systems chose to adopt the legislation as board policy. This paper explores precedents of the law and describes its basic provisions. Detailed standards upheld by the law include: (1) search standards; (2) individualized suspicion requirement; (3) collection of specimen procedures; (4) reasonableness scope requirement; and (5) reasonable suspicion requirement. The law further provides that only students under "particularized suspicion" may be tested. The law raises constitutional questions in regard to the legality of such a policy under the reasonable suspicion interpretation of the Fourth Amendment as well as the due process provisions of the Fourteenth Amendment. (7 references) (SI)

ED 310 564 EC 220 768

Baine, David
Ecological Inventories and Curriculum Development for Special Education in Developing Countries.
PUB DATE- 88
NOTE- 11p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Cultural Influences; *Curriculum Development; Daily Living Skills; *Developing Nations; *Disabilities; *Educational Practices; Elementary Secondary Education; Instructional Effectiveness; *Special Education; Student Educational Objectives; *Teaching Methods

The paper describes common problems associated with special education curricula used in developing countries. Some of the problems are: (1) an emphasis on rote recall rather than comprehension and application of knowledge; (2) a focus on academic rather than functional skill training; (3) the teaching of generic, readiness, and preacademic skills rather than direct instruction of skills in the form in which they are or will be required in common daily tasks. Recommendations include: development of basic needs curricula founded on an analysis of the social, cultural, economic, and geographic characteristics of the students' environments; the development of curricula based on the analysis of both current and future needs in the students' environments; and the integration of academic and practical skill training. The paper also discusses step-by-step procedures for using ecological inventories to develop curricula that incorporate these recommendations. These curricula are ecologically valid for contemporary and future urban and rural environments in various developing countries. (Author/DB)

ED 310 635 FL 018 145

Berney, Tomi D.; Adelman, Miriam

Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Jun 89

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attendance; *Bilingual Education Programs; *Business Education; Elementary Secondary Education; Employment Potential; *English (Second Language); Federal Aid; High Risk Students; *Job Skills; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Skill Development; Social Studies; *Vocational Education

IDENTIFIERS- Content Area Teaching; *Project BRIDGES NY

The Bilingual Resources for Development of Gainful Employment skills (Project BRIDGES) was a federally-funded program in its second year of a 3-year funding cycle. Project BRIDGES aimed at developing the academic and vocational skills of limited-English-proficient (LEP) students who had failed two or more classes and were at risk of dropping out. Students were selected for the program on the basis of low scores on the Language Assessment Battery (LAB). Students received instruction in English as a Second Language (ESL), native language arts, and bilingual or ESL content-area instruction in mathematics, science, and social studies. The project also provided support services, curriculum and staff development, and parental-involvement activities. Students achieved the ESL objective, as well as the objectives of business and vocational courses by making gains on the LAB and on teacher-made tests. They partially achieved the objective for content area classes (in science and social studies, but not in mathematics), and the project met its attendance rate objective. The number of students served by the program increased to 456 from 346 in the previous year. Program strengths included the opportunity provided to at-risk LEP students for gaining employment skills, the high level of coordination among the three sites, and the project's special counseling services. The program's one drawback was a lack of parental-involvement activities. Suggestions for improvement include more homogeneous grouping in language classes, especially at the beginning levels where students are unable to work independently. (Author/MSE)

Dropouts and Retention in Vocational Education Programs. A Bibliography Update.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- DVACE-DD-026-BK-88
PUB DATE- Dec 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Failure; Academic Persistence; Citations (References); Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Rate; *Dropout Research; *Dropouts; Out of School Youth; Postsecondary Education; Potential Dropouts; Program Descriptions; Program Implementation; Reentry Students; *School Holding Power; Secondary Education; Student Attrition; Withdrawal (Education)

This bibliography update contains information on dropout attitudes, prevention, programs, rates, and research, as well as school-holding power at the secondary and postsecondary levels. Citations include conference papers, program descriptions, research reports, and statistical materials. Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS). FEIS conducted searches of the ERIC--Educational Resources Information Center--database on DIALOG, and of printed sources. Each citation includes title, author/developer, journal or source if applicable, annotation, format, and availability. (KC)

ED 310 295 CG 021 515

Nehrke, Milton F.; And Others

Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.

PUB DATE- Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988). Sponsored by the Veterans Administration Medical Center, Bath, New York. Some pages may contain broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adjustment (to Environment); *Congruence (Psychology); Males; Personality Measures; *Personality Traits; *Predictive Validity; Veterans; *Well Being
IDENTIFIERS- OARS Multidimensional Functional Assessment; Person Environment Congruence (Holland)

The basic tenet of the Person-Environment (P*E) Congruence model posits that well-being, as one index of adjustment, is dependent on the degree of fit between the perceived environment and the preferred environment. While the literature is clear regarding the relationship of P*E Congruence and well-being, one theoretical issue that needs to be addressed is the extent to which Person and/or Environment measures alone and in concert with P*E Congruence are predictive of well-being. This study examined the relationship of two Person measures and the P*E Congruence measure with well-being. Subjects (N=88) were males between the ages of 27 and 76 who were patients in a Veterans Administration domiciliary. Subjects were interviewed and completed a variety of questionnaires. Results showed that overall well-being was significantly predicted by the interactive P*E Congruence dimensions and by the separate Person scales assessing functional status (OARS) and personality (NEO) and that of the three, the NEO was the strongest predictor of psychological well-being. The combination of the three sets of predictor variables resulted in a higher level of prediction than any of the three scales alone. The important point from these data is that there are common themes among the disparate Person and P*E Congruence variables predicting well-being, and there are concrete activities that can be used to positively impact well-being, and hence the quality of life, experienced by the patients in the domiciliary. (ABL)

ED 310 399 CS 212 039

Thompson, Mark

The Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study.

PUB DATE- 89
NOTE- 128p.; M.A. Thesis, University of Oklahoma.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- College English; *Freshman Composition; Higher Education; *History Instruction; *Interdisciplinary Approach; *Program Evaluation; *Student Attitudes; Student Motivation; United States History; *Writing Across the Curriculum; Writing Exercises
IDENTIFIERS- Student Preferences; University of Oklahoma; Writing Assignments; Writing Development

A study investigated the effects of Writing Across The Curriculum (WAC) on 23 freshman students concurrently enrolled in composition and history classes at the University of Oklahoma to determine whether the treatment affected student scores on essay exams, student achievement in the courses overall, and student attitudes about the influence of their university courses on one another. These students received regular instruction (i.e., lectures) in the history class but, in the composition class, did various writing exercises and one formal paper related to the history course. A control group was drawn from the same history section but received standard instruction in their composition courses. Essay exam responses and a survey were the data. The essays were scored by a history grader and by scorers using the Core Scoring method, a system developed for scoring police sergeant exams. The course grades given by the history instructor were also analyzed. The test scores were analyzed using a t-test procedure; the survey by chi-square. The treatment group members fared significantly better on the midterm exam and in the course overall. They also felt more strongly that their courses had an impact on one another. Findings suggest that a WAC program may heighten student comprehension and retention in history courses and may also affect student attitudes about the interdisciplinary nature of coursework. (Five tables of data are included; appendixes containing a questionnaire, syllabi, course schedules, exams, scoresheets, and student midterm and final essays and compositions are attached.) (Author/KEH)

ED 310 414   CS 212 065

Manning, Maryann; And Others
Social Class and Kindergarten Children's Confidence in Writing.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Kindergarten; *Kindergarten Children; Lower Class Students; Middle Class Students; Primary Education; Public Schools; Social Influences; *Social Status; *Writing Apprehension; Writing Difficulties; Writing Research
IDENTIFIERS- *Beginning Writing; Childrens Writing; Mann Whitney U Test; *Writing Attitudes

A study explored whether children from lower class families would approach early writing with less confidence than children from other social classes. Subjects, 233 kindergarten children in all, represented four public elementary schools in very different settings: (1) an all-black low income neighborhood in the central city; (2) a white middle class suburb; (3) a middle class black housing subdivision in a lower class white neighborhood; and (4) a lower income white area where black children are bused to school. Of the 223 children, 95 were black and 128 were white. Forty-seven were middle class, while 176 were lower class. Social class was determined by the percentage of youngsters receiving free or subsidized lunches. Literacy instruction in all the schools was a traditional reading program. For the study, each child participated in an individual writing session and was asked to write eight words and a sentence. A newly developed Confidence in Writing Scale was used to rate the children. Data analyses were conducted using the Mann-Whitney U test. Results indicated that the middle class children were more confident in their ability to write than were the lower class children. Findings suggest that confidence in writing is related to social class differences rather than to race or sex. (A table of data is included.) (NKA)

ED 310 429   CS 506 687

Edwards, Emily D.
Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animation; Audience Response; Cartoons; Children; Class Activities; Classroom Communication; Elementary Education; *Film Production; *Videotape Recordings; *Visual Literacy; Workshops

Part of a larger project to design a production curriculum and measure the impact of this production activity on children's writing, visual thinking, and problem solving skills, a project developed an effective but inexpensive video for use in teaching animation processes to students at the elementary school level. The project used "cutout" or paperdoll animation--a simplfied form of cartooning that allows the same drawing to be used over and over--to dramatize a short script (an adaptation of a Scottish fairy tale, substituting aliens from outer space for fairies), and the animation was filmed on 8mm film. Audio production involved the taping of character voices and other story sounds. Both the film and the audio were then transferred to video tape for editing. The project took six weeks to complete, and had a total budget of $200. A showing of the first edit was well-received by a sample audience (five children ages 9-12), who were curious about how the video was made and interested in making one of their own. (One table of data is included, and 17 references are attached.) (SR)

ED 310 445 CS 506 750

Kostyu, Paul E.

Reagan Judges: Communication Law at Risk?

PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conservatism; *Court Judges; Court Litigation; *Court Role; *Freedom of Speech; *Ideology; Liberalism; Political Attitudes
IDENTIFIERS- Appellate Courts; *Communication Law; District of Columbia; Judicial Attitudes; *Reagan Administration

A study examined the record of President Ronald Reagan's appointees of the District of Columbia Court of Appeals as regards decisions on communication law. One hundred thirty-nine cases--obtained by examining the civil liberties, libel, obscenity, privacy, records, and telecommunications entries of the volume indexes of the Federal Reporter, second series, beginning with volume 667 (where Judge Robert Bork's opinions first appeared) through 854 (the most recent)--were coded and analyzed. Data revealed that: (1) parties invoking freedom of expression issues won 62 of the 139 cases during the 8 years after the appointment of Bork, Reagan's first appointee; (2) in 122 opportunities for Reagan judges to vote on expression issues they voted for expression 36.8% of the time, while the Democratic appointees favored expression 55.0% of the time; and (3) of the eight Reagan judges only two demonstrated a moderate image in expression cases. Findings support those of previous studies which suggested that appointees of Democratic presidents were comparatively more liberal than those chosen by Republican chief executives. (Four tables of data and 35 notes are included.) (MS)

ED 310 505 EA 021 224

Marshall, D. G.
The Cost of Small Schools.
PUB DATE- Feb 88
NOTE- 13p.; Paper presented at the Annual Canadian National Symposium on Small Schools (Toronto, Ontario, February 1-2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Educational Finance; Elementary Secondary Education; Financial Problems; Foreign Countries; *School Size; *Small Schools
IDENTIFIERS- *Canada

Despite all the rhetoric about the quality aspect of small schools, the discussion inevitably boils down to a consideration of cost. The issue of cost differentials associated with school size requires an examination of the cost implications of alternatives. There are definite economies of scale associated with size; however, there also appears to be a point at which costs begin to rise relative to increased size. Research on school size provides support for the conclusion that costs do not automatically increase as schools get smaller and decrease as they get larger. When the actual costs are examined, it is evident that most cost differentials associated with size are due to personnel costs reflected in both pupil-teacher ratio differences and administration time. One should not assume the inevitability of either short-term or long-term savings from either school closure or consolidation. It is perhaps too simplistic a question to ask if small schools cost more; the relationship between school cost and size is more complex than can be answered in a simple negative or affirmative response. The cost considerations of closure or consolidation or size in general appear far less in magnitude than those of the quality consideration of size. (11 references) (KM)

ED 310 594 EC 220 799

Mertopuspito, S.
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience).
PUB DATE- Sep 88
NOTE- 7p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Delivery Systems; Developing Nations; *Disabilities; Foreign Countries; Government Role; Incidence; *Rehabilitation; Rural Areas; *Vocational Rehabilitation
IDENTIFIERS- *Indonesia

The paper summarizes the incidence and status of disability in Indonesia and reports on rehabilitation services and facilities. The paper reports that 3.11% of the population is disabled and breaks down this number into those physically or orthopedically disabled (0.85%), visually disabled (0.90%), hearing/speech disabled (0.31%), mentally disabled (0.40), and those with chronic diseases (0.65%). The paper stresses the equal rights of disabled persons but also points out the scarcity of job opportunities. The government has established three systems for implementing community based social rehabilitation services. The systems are: (1) institutional/residential social rehabilitation services; (2) noninstitutional/nonresidential social rehabilitation services; and (3) the Social Cottage Settlement program. Difficulties such as rural location of many of the disabled and negative attitudes among the general populace has led to emphasizing the development of positive societal attitudes and direct social assistance and rehabilitation services at the village level. Programs typically include a base station with simple equipment, a Mobile Rehabilitation Unit designed to bring services to outlying areas, and the Disabled Business Group Scheme which has established production cooperatives in which trained disabled clients provide a product or services. Results of such efforts have provided services to 12.5% of the disabled in Indonesia. (DB)

ED 310 608 EC 221 018

Pickering, Marisue; And Others
Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
PUB DATE- 87
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Disorders; Higher Education; Practicum Supervision; *Professional Education; Research Needs; *Supervision; *Supervisors; *Supervisory Methods

The review of the literature on supervision research in Human Communication Disorders examined papers given at the national conventions of the American Speech-Language-Hearing Association (ASHA) from 1972 to 1987, dissertations from 1965 to 1987, and professional journals from 1972 to 1987. Patterns and trends in the conference presentations are identified including more presentations on evaluating and assessing students than any other topic. Among concerns and issues raised are the need for further dissemination of conference papers. The review of dissertations notes that most studies investigated supervisor/supervisee conferences with other studies on supervisory styles, perceptions, expectations, affective behaviors, and effectiveness. Concerns are raised about the need to resolve the question of supervisory effectiveness. The review of journals identified nine journals as the primary sources for refereed publications in supervision. Articles are classified into eight categories such as characteristics of student clinicians and methods/conditions of supervision. Concerns are raised about the high percentage of authors holding doctorates in contrast to the usual educational attainment of practitioners doing clinical supervision. Among overall conclusions is the need for more scholarly work in supervision especially to identify relationships between outcomes and aspects of the supervisory process. Over half the document consists of an extensive bibliography. (DB)

ED 310 266 CE 053 083

The JTPA Investment: Local Perspectives.

National Association of County Training and Employment Professionals, Washington, DC.
PUB DATE- 7 Jun 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged; Eligibility; *Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Improvement
IDENTIFIERS- *Job Training Partnership Act 1982; Reauthorization Legislation

The National Association of County Training and Employment Professionals represents the service delivery areas (SDAs) that operate and administer programs funded by the Job Training Partnership Act (JTPA). With renewal and overhaul of the JTPA on the legislative horizon, the association made the following recommendations: (1) eligibility should continue to include all economically disadvantaged youth and adult residents in each service delivery area; (2) a separate youth title would enhance all available services to youth; (3) the cycle of welfare dependency can be broken through efforts that can only be provided by the full funding of the Job Opportunities and Basic Skills (JOBS) Training Program and JTPA; (4) fixed unit price, performance-based contracting should be maintained except for on-the-job training where a third-party contractor is involved, and other revenue-management methods should be used for some training procedures; (5) performance standards must allow for adjustments that recognize barriers to employment; (6) no maximum limit should be set on the authorization of JTPA funds; (7) equitable fund to ensure access to services for eligible clients in urban, suburban, and rural areas; (8) no changes in the composition of the Private Industry Councils are recommended; and (9) additional demonstration programs that circumvent the existing JTPA system by providing direct services to clients are opposed. (KC)

ED 310 325 CG 021 901

DeVault, Christine
Don't Let It Get Around. Title No. 503.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-78-8
PUB DATE- 89
NOTE- 178p.; For related documents, see CG 021 898-900.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Decision Making; Moral Issues; Moral Values; Peer Acceptance; Reader Text Relationship; Secondary Education; *Sex Education; *Sexuality; Simulation; Story Reading; *Venereal Diseases
IDENTIFIERS- *Interactive Fiction

This story, one of three in The Sexuality Decision-Making Series for Teens, contains several different possible plot lines depending on the decisions the reader makes for the characters at various "choice points." The study focuses on the theme of sexually transmitted diseases (STDs): Tracy and Tom have been in love for a year, and they have sexual feelings they can no longer ignore. The story shows decisions involved in talking about sex and using protection. It explains that, as a result of some of his choices, Tom gets a sexually transmitted disease and must face the consequences--telling his partner, finding help, or getting treated. Told primarily from the boy's point of view, the story models abstinence as a preferred method for preventing STD, but for sexually active adolescents, the use of condoms is recommended. The following behaviors are modeled: ways to find out more about STD; ways to bring up the subject of sex, diseases, and/or condoms before getting into a romantic situation; ways to say no to pressure for sex, or for sex without protection, even in a situation that has gone far; ways to bring up the subject and talk to parents about STD; ways to tell your partner you no longer want to have sex; ways to positively express values and concerns about STD despite peer pressure; ways for both partners to share responsibility for protection; ways to insist on using condoms even if the partner is resistant; and ways to overcome fear or embarrassment about going to a clinic or buying condoms. (TE)

ED 310 369 CS 009 774

Metz, Elizabeth
The Issue: Adult Literacy Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; *Adult Reading Programs; *Evaluation Methods; Reading Instruction; Reading Skills; Reading Tests
IDENTIFIERS- Educational Issues; ERIC Digests; Student Centered Assessment

Intended to help adult education teachers and administrators select the type of adult literacy program that works best for their students, this digest surveys nine different programs and discusses the assessment methods used for each program. The programs examined are: (1) Time to Read; (2) Center for Literacy program; (3) Federal Prison System program; (4) Project: LEARN; (5) City University of New York Adult Literacy program; (6) Greece Central School District Continuing Education program; (7) CASAS (Comprehensive Adult Student Assessment System); (8) Literacy Volunteers of America-Danbury, Connecticut program; and (9) California Literacy Campaign. (NKA)

ED 310 536 EA 021 260

Butterfield, George E., Ed.; Turner, Brenda, Ed.
Weapons in Schools. NSSC Resource Paper.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- May 89
NOTE- 43p.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; *Intervention; *Prevention; *School Safety; *Urban Schools; *Violence
IDENTIFIERS- *Weapons

More than ever, our public school system must confront weapons in schools and become aware of steadily rising statistics on youth homicide and suicide. This report delineates the problem, discusses why children carry weapons to school, and outlines strategies for keeping weapons out of schools and for improving school safety. Although some children carry weapons for "show off" reasons, too many regard the display and use of guns as a way of life. With an estimated 120 million guns in private hands in the United States, some of these weapons are bound to show up at school. Underlying the rationale for gun-carrying is our society's tolerance for violence as a way to resolve problems. Weapons may be detected through tips from students, use of security sweeps and searches, and deterrents such as immediate suspension or expulsion, school security forces, crisis intervention teams, and metal detectors.

Prevention strategies are important to help students feel safe without carrying guns to school. Some techniques are student/parent nonviolent contracts, community education programs, violence prevention curricula, peer assistance programs, and firearm instruction classes. To increase school safety, educators must be trained in weapons identification and detection, provide adequate supervision, and promote a positive campus climate by teaching social skills within the curriculum. Making campuses safe is everyone's responsibility. Twenty-seven references and supporting articles are included. (MLH)

ED 310 580 EC 220 784

Shank, Patricia A., Ed.
The Parent Empowerment Packet (PEP).
Boston Univ., Mass. School of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 87
NOTE- 407p.; IEP plan and Appendix may not reproduce clearly.
GRANT- G008400615
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Disabilities; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Individual Power; Interpersonal Competence; Organizations (Groups); *Parent Participation; Parent Responsibility; Siblings; Worksheets
IDENTIFIERS- Education for All Handicapped Children Act; *Empowerment; Massachusetts

This packet, a product of the Advancing Educational Techniques (AET) Project, addresses the theme of empowerment on the part of those working with children who are differently able. The first section explores the concept of empowerment as addressed in current literature and includes an annotated bibliography. Other sections of the packet focus on: (1) concepts used in viewing the family as a system; (2) issues confronting siblings of differently able children (with a resource list for siblings); (3) development of social skills in disabled children (again with bibliography); (4) family support; (5) Public Law 94-142 (the Education for All Handicapped Children Act), focusing on parental rights and responsibilities, the parent/school relationship, legal aspects and their implications for the provision of related services, and appeals cases; (6) the Individualized Education Plan (with sample form); (7) electronic networking with computers, centering on the SCHOLE system developed at Boston University; and (8) advocacy organizations and agencies, advocacy and recreational services in Massachusetts, and employment/vocational rehabilitation agencies. The last section contains several worksheets and instructions for their use, including the Primary Contact list, the Telephone Log, a Positive Contacts form, the Problem Solving Worksheet, and an activity description with form called "Our Family's Action Plan." There is also a brief article on the effective use of films for family discussion. The appendices include the Statewide Needs Assessment Instrument employed in an initial survey conducted under the auspices of the AET project, and a journal article reprint titled, "The Parent-Child Activity Group: Using Activities to Work with Children and Their Families in Residential Treatment" by Gino DeSalvatore and Deborah Rosenman. (PB)

ED 310 622 FL 018 077

Major, Roy C.

Variation in Second Language Phonology.

PUB DATE- Oct 87
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (4th, Columbus, OH, October 2-4, 1987). The complete Proceedings are available from the Department of Linguisticts, The Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consonants; *English (Second Language); *Error Analysis (Language); *Interference (Language); Language Proficiency; *Language Styles; *Phonology; Second Language Learning; Transfer of Training
IDENTIFIERS- Japanese Speaking

A study investigated variations in five native Japanese-speakers' consonant patterns in English as a Second Language. The eight phonological segments considered were English consonant clusters and final consonants. Subjects listened to a recording of a text by a native English-speaker and then read the text aloud five times. A similar procedure was followed for a word list. Subsequently, an informal conversation between the subject and researcher was recorded. Error patterns were analyzed, making a distinction between errors due to interference and errors due to developmental factors. Systematic patterns of variation were found in the segments studied, conforming to predictions on order of acquisition based on native language transfer and universal grammar theory. Both positive and negative transfer were evident. It is concluded that in second language acquisition there is a systematic relationship between variability, language style, and transfer and developmental factors. It is further suggested that while variability is a function of style, the amount of variability may depend on the speaker's proficiency. In general, accuracy increased with formality, with both transfer and developmental processes affecting devoicing significantly. Eight figures and a bibliography are included. (MSE)

ED 310 238 CE 053 002

Duenk, Lester G.

Trade and Industrial Education Requirements in the United States and Territories.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

PUB DATE- 1 Aug 89

NOTE- 206p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Postsecondary Education; *State Standards; *Teacher Certification; *Teacher Education; *Teacher Qualifications; *Trade and Industrial Education; *Trade and Industrial Teachers; Work Experience

Certification requirements for trade and industrial (T&I) education are unique because (1) the majority of laboratory teachers lack the baccalaureate degree and (2) the teaching content and methodology of T&I education programs vary markedly from other vocational education programs. As a consequence, the Primary concern of T&I certification is centered around various preemployment conditions that differ from those typically required of other vocational education teachers. A study of T&I requirements from 53 states and territories was conducted using data collected from printed certification regulations. The data were categorized as preemployment requirements, occupational experience requirements, certification requirements, and renewal requirements. From the data, comparative tables were developed for requirements in the areas of work experience, recency of work experience, occupational skills evaluation, basic skills evaluation, preemployment requirements, new teacher orientation courses, degree completion, certificate levels and renewal periods, highest level for full certification, and courses needed for initial and later levels of certification. The study found that only two states required bachelor's degrees for initial certification, whereas 10 states required the degree for full certification. The other 41 states granted full certification at less than degree level. (Following the brief study report and 21 references, the bulk of the document consists of extensive state-by-state comparative tables.) (Author/KC)

ED 310 310 CG 021 886

Child Abuse and Neglect Program and Resource Manual.
Broward County Public Schools, Fort Lauderdale, FL. School Social Work and Attendance Dept.

PUB DATE- Nov 88
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; Elementary School Students; Elementary Secondary Education; Family School Relationship; Parent Child Relationship; Program Development; *School Role; Secondary School Students; *Sexual Abuse; Victims of Crime
IDENTIFIERS- *Child Abuse and Neglect Reporting

This manual is designed to provide school administrators, child abuse designees, and other personnel with the information necessary to: (1) identify children who may be abused and/or neglected; (2) report suspected cases to the Department of Health and Rehabilitative Services; (3) comply with child protective investigations; (4) provide supportive services to meet the needs of maltreated children within a school setting; (5) make referrals for students and families to programs and outside agencies as appropriate; and (6) obtain resources and assistance within the school district to help personnel fulfill above responsibilities. The manual is divided into five main sections. The first section discusses identification. The second section discusses reporting and compliance, including a reporting guide, the school board mandatory reporting policy, taking a child into custody, and interviewing on school grounds. The third section focuses on supportive services, including impairments of maltreated children, specific supportive services, the process of developing supportive services, and final outcomes. The fourth section discusses training, including goals and objectives, the Children Who Hurt Cannot Learn Series, and audiovisual materials. The last section describes additional resources related to reporting, support groups, shelters, prevention, counseling, and the school district. The appendix includes the relevant Florida statute and personal safety curriculum training guides for elementary and secondary students. (ABL)

ED 310 340   CG 021 916

Fricko, Mary Ann M.; Beehr, Terry A.

Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.

PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *College Graduates; *Congruence (Psychology); Interest Research; *Job Satisfaction; Majors (Students); Occupations; *Predictor Variables; *Sex Differences

Until recently, most theories of vocational behavior have been designed and tested on male behaviors with exclusively male samples. Some researchers have suggested that theories of vocational behavior have had less relevance for females and other special groups because certain conditions that are relatively true for males are less true for females. This study examined person-environment congruence in the prediction of job satisfaction for college graduates over a 7-year period. College graduates (N=288) who had entered college 6 years previously and had taken the Strong-Campbell Interest Inventory were surveyed. Job satisfaction and perceived congruence with college major were included in the survey. Gender concentration in jobs was operationalized from census data. Results indicated that congruence between college major and job predicted job satisfaction, but congruence involving the Strong-Campbell Interest Inventory and job did not. A three-way interaction between gender, gender concentration in occupations, and person-environment congruence was also found in the college major analysis. (ABL)

ED 310 385   CS 211 980

Phillips, Kay D.
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
PUB DATE- Aug 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Censorship; Editors; *Faculty Advisers; *Freedom of Speech; *High Schools; Journalism; Principals; Public Schools; *School Newspapers; Student Publications
IDENTIFIERS- *Advisor Role; First Amendment; Hazelwood School District v Kuhlmeier; Journalism Research; *North Carolina; Prior Restraint

A study examined the freedom of the high school press in North Carolina to determine whether publication guidelines should be in place, and if so, what those guidelines should contain. High school newspaper advisors, high school principals, and high school newspaper editors from large and small, urban and rural, eastern and western high schools were interviewed on several occasions. The nine advisors interviewed for this study attended the North Carolina Scholastic Press Association Workshop at the University of North Carolina at Chapel Hill in June, 1987 and to that extent are not representative of the generality of North Carolina high school newspaper advisors, most of whom are untrained and have never attended a journalism workshop. But, although better informed than average, results indicate that few of the study advisors are well informed on matters of journalistic importance (North Carolina has no certification requirements for secondary journalism teachers), all practice prior review, and all censor student writing by cutting controversial material and instituting an atmosphere of intimidation that causes students to refrain from printing certain materials in the school newspaper. Findings suggest that most of the problems that confront the high school newspaper advisor and staff can be avoided if every high school adopts a clear, legaliy explicit set of guidelines and if advisors are required to be well-trained. (Ninety-seven notes are attached.) (RS)

ED 310 461 CS 506 793

Litman, Barry R.; And Others

Network Rerun Viewing in the Age of New Programming Services.

PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Mass Media Use; *Programing (Broadcast); Television Research; Television Surveys; *Television Viewing; Use Studies
IDENTIFIERS- Television Networks; *Television Reruns

In light of the cable television and VCR revolution of the past few years which provides viewers with a greater variety of programs, a study examined the role that reruns play in network programming strategies and the profile of the audience that appreciates such programs. Subjects, 293 households (out of an original 730) in a medium-sized midwestern market, were surveyed in July 1986 concerning their television viewing habits. Results indicated that (1) those who frequently view television have a greater availability to watch more of all programs, including reruns; (2) those who are dissatisfied with summer TV programming watch fewer reruns than those who are satisfied, while those with college educations or high incomes also watch fewer reruns; and (3) frequent rerun viewers tend to be women, owners of videocassette recorders, frequent players of records, and heavy TV consumers, while those not so oriented tend to be high income individuals, men, those who are not satisfied with typical network summer programming, and those involved in alternative activities. (Thirty references are included.) (RS)

ED 310 491 EA 021 086

Cohn, Kathleen C.; And Others

Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.

PUB DATE- Mar 89

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Administrator Role; Biculturalism; *Bilingual Education Programs; *Cross Cultural Training; Elementary Secondary Education; *Field Experience Programs; Higher Education; Intercultural Programs; *Supervisory Training

IDENTIFIERS- *California State University Los Angeles

This paper describes a 2-year program in the School of Education at California State University, Los Angeles, that integrates the issues of educational administration and special education for culturally and linguistically different children. The program results in a new pool of bilingual administrators (Spanish, Korean, and Chinese) who hold both a master's degree and a regular administrative credential. The paper concludes by arguing that the emergence of special populations with special needs is not a phenomenon confined only to California; thus, given this climate of cultural change and transition, school administrator preparation programs must adapt to meet the emerging needs of new populations. (JAM)

ED 310 506 EA 021 225

Faber, Charles F.; And Others
School Law for Kentucky Teachers and Administrators. Third Edition.
Kentucky Univ., Lexington. Coll. of Education.
PUB DATE- Aug 89

NOTE- 336p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Legal Responsibility; *School Administration; School Attendance Legislation; *School Law; Search and Seizure; *Student Rights; *Teacher Rights
IDENTIFIERS- *Kentucky

Intended for use in school law courses of a primarily informative nature with some attention given to attitudinal concerns, this book was designed for teachers and educational administrators. The contents are divided into 13 units that contain information regarding education and the American legal system, certification and employment, religion and the schools, First Amendment rights of teachers, First Amendment rights of students, search and seizure, legal issues related to supervision of pupil conduct, tort liability, racial segregation, equal opportunity under the law, the law relating to instruction, the law relating to attendance, and the law relating to education of children with handicaps. The appendices detail selected provisions of the United States Constitution and provide a glossary of terms. (KM)

ED 310 521 EA 021 242

Strope, John L., Jr.; Broadwell, Cathy Allen
Students with AIDS. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 89
NOTE- 10p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; *Acquired Immune Deficiency Syndrome; *Administrator Responsibility; Communicable Diseases; Compliance (Legal); Court Litigation; Elementary Secondary Education; *Federal Legislation; Handicap Discrimination; Public Health; Public Schools; School Law; *Student Rights

When confronted with a student with acquired immune deficiency syndrome (AIDS), administrators must act very cautiously. In addition to the public relations and political problems asociated with students with AIDS, administrators are faced with the legal implications of their decisions; their actions, if uninformed, can result in monetary liability for their school systems or even for themselves. Addressing the law as it pertains to AIDS in the public schools, this legal memorandum outlines three legal theories that have been used to argue for the admission of students with AIDS. First, the Rehabilitation Act of 1973, Section 504 is explained, and four specific AIDS or AIDS-related cases are discussed. Second, the language of the Education for All Handicapped Children Act of 1975 (P.L. 94-142) is defined, followed by a discussion of three AIDS or AIDS-relevant applicable cases. And third, the equal protection clause of the Constitution is discussed. Other legal theories that seem useful but have not yet developed into reported court cases include the U.S. consitituional rights of privacy and reputation, federal statutes, individual state constitutions/statutes, and common law tort. (24 references) (KM)

ED 310 551 EA 021 286

Monteith, Dianne S.
EIA: Educational Reform or Repression?
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloose, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Change Strategies; Educational Change; *Educational Improvement; *Educational Legislation; *Educational Quality; Elementary Education; *School Effectiveness; *State Legislation
IDENTIFIERS- *South Carolina; *South Carolina Educational Improvement Act

A recent study (Cook, 1989) involving 58 randomly selected South Carolina elementary schools indicated that none of these schools could be characterized as having an "open climate." This paper suggests that this situation may have its origins in the educational reform movement of the 1980s, first ignited by the publication of "A Nation at Risk" (1983). South Carolina's attempt to improve the quality problem was the passage by the South Carolina State Legislature of the Educational Improvement Act (EIA) in 1984; this act was amended in 1985 and again in 1986. Described are EIA prescriptions as well as resulting actions against schools whose performance does not meet the prescribed level. Whether or not the "closedness" of South Carolina elementary schools is one direct effect of the comprehensive EIA mandates is uncertain. However, there is little doubt that any bureaucratic structure characterized by top-down decision-making, such as the one that exists in education in South Carolina, discourages participation, flexibility, and need satisfaction. At present, apathy and rigidity seem to characterize a great majority of elementary schools in the state. (18 references) (SI)

ED 310 565 EC 220 769

O'Shea, Dorothy J.; And Others
A Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students.
PUB DATE- 88
NOTE- 11p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Deaf Blind; Diagnostic Teaching; Instructional Effectiveness; Job Placement; *Job Skills; Multiple Disabilities; Normalization (Handicapped); Secondary Education; *Severe Mental Retardation; Sheltered Workshops; *Skill Development; Student Educational Objectives; Student Evaluation; *Training Methods; Vocational Education
IDENTIFIERS- *Data Based Instruction

The project provided vocational training to four deaf/blind profoundly mentally handicapped, secondary students at the Monarch Center School Board of Alachua County in Gainesville, Florida. The training program was designed to develop the students' potential work and work-related skills and utilized a daily evaluation system to guide instructional decision making. Students were taught skills in the areas of horticulture, sorting/packaging, assembling, mobility, and dressing. Because the project stressed the importance of skill functionality and age-appropriate materials, project staff hoped to develop the ability of these individuals to perform tasks similar to those performed in sheltered workshops. Through intensive one-to-one training, it was hoped that students' performance would develop to levels acceptable for placement in local sheltered workshops. Attaining such skill levels would permit the students to continue their progress toward higher levels of normalization. Training results in terms of number of objectives achieved are detailed. (Author/DB)

ED 310 253 CE 053 060

Gainer, William J.
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-89-31
PUB DATE- 22 Jun 89
NOTE- 26p.; For related document, see ED 308 395.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Disadvantaged Youth; Economically Disadvantaged; *Educational Finance; Educational Legislation; Educationally Disadvantaged; *Federal Legislation; Federal Programs; Job Training; Postsecondary Education; Program Improvement; *Resource Allocation; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

The General Accounting Office (GAO) studied the implementation of the Carl D. Perkins Vocational Education Act in six states (Arkansas, California, Kansas, Maryland, New Jersey, and Pennsylvania) to determine if the funds are being used properly, to fulfill the objectives of providing vocational education to the disadvantaged and handicapped and encouraging program improvement. GAO found that, although Perkins Act funds, by and large, are being used appropriately to serve these populations, a number of problems exist in target funding allocations and data collection. For example, economically depressed areas in Arkansas, California, and Pennsylvania received less Perkins program improvement funding per vocational education student than do other local areas in those states. GAO also identified program allocation mechanisms that tend to direct funding to more affluent areas and away from poor communities. Relatively wealthy areas are sometimes designated "economically depressed" for Perkins Act purposes and therefore provide greater per-student funding than truly depressed areas, and the students are sometimes classified as "disadvantaged" when they are only academically disadvantaged but not poor, thus gaining a greater level of funding. Finally, disadvantaged and handicapped funds returned to states by poor communities can be reallocated to wealthier areas within the state. GAO also found that complete and reliable data on vocational education enrollment and spending were unavailable at either national or state levels. (KC)

ED 310 281 CE 053 101

Technology Education. A Bibliography.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-559-BK-88
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Dissemination and Diffusion Section, Bureau of Research, Dissemination and Evaluation, Division of Vocational, Adult, and Community Education, Department of Education, Knott Building, Tallahassee, FL 32399.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Industrial Arts; *Industrial Education; Intermediate Grades; Secondary Education; *Technological Literacy; Technology

This annotated bibliography contains information about technology education primarily for the middle, junior, and senior high school levels. Major themes include the shift from industrial to technology education that has occurred in recent years, the rationale behind this shift, and the importance of technological literacy. Programs and instructional materials developed for "Technology Education" are also cited. Citations include administrative material, journal articles, learning activities, opinion papers, project descriptions, reports, task analyses, teaching guides, and textbooks. Materials included in this bibliography were located through Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems and contacted commercial publishers, curriculum centers, and professional associations. A listing of additional learning resources is provided following the bibliography. (NLL)

ED 310 296 CG 021 872

Cella, Margot; Gabay, Mary
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 87
NOTE- 101p.; For other final reports and how-to manuals, see CG021850-72 and CG021873-74.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Institutionalized Persons; Long Term Care; Medical Services; Nursing; *Nursing Homes; Program Evaluation; *Program Improvement; *Quality Control; State Programs

This report evaluates the types of data gathered about nursing homes during a survey process by the State of Illinois through its Inspection of Care Review and Quality Incentive Program (QUIP) assessments. The data are compared to other State systems/demonstrations in an effort to choose those indicators which best measure the quality of care in Illinois nursing homes. The report begins with a description of the Institute of Medicine's report on improving nursing home quality of care. Descriptions of the survey process for the State of Illinois, the Wisconsin Quality Assurance Project and New York's Sentinel Health Events follow. The report notes that the Wisconsin and New York projects operated under waivers of some nursing home regulations granted by the Health Care Financing Administration. A comparison of the quality indicators used by each of the three State systems/demonstrations is provided. Conclusions and recommendations regarding the measurement of quality in Illinois nursing homes is included. The appendix lists quality indicators used in the three systems in these categories: physical plant; quality of life; indirect patient care; custodial services; skilled nursing care; therapies; social services/activities; and staff/management. (ABL)

ED 310 355 CS 009 759

Chrosniak, Patricia
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 51p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ambiguity; Analysis of Variance; *Deafness; Disabilities; Higher Education; High Schools; Pronouns; *Reading Comprehension; Reading Skills; *Reading Strategies
IDENTIFIERS- *Anaphora

Twenty college and 38 high school deaf students were studied in the hope of determining whether the deaf (who are, in a way, second language learners of English) will select referents differently as compared to hearing native English speakers. Seventy-three normal hearing students were used as the control group. Booklets were prepared containing 30 control and 30 experimental sentences. There were two sets of control sentences and two sets of experimental sentences for each of four types (parallel function, pragmatic I, pragmatic II, and experiencer constraint verbs 1 and 2.) In the first set of sentences (parallel function sentences) the answers of both deaf groups differed from those of the hearing group. Repeated measures showed that the differences were significant for each group of subjects for both the control and experimental sentences in reversed and nonreversed orders. When using the "pragmatic II" sentences, both groups differed significantly in their responses to both the experimental and the control sentences. For the experimental sentences involving type 1 verbs the hearing followed the verb constraint 95% of the time for the nonreversed order; the deaf only 54%. However, both the deaf and the hearing had difficulty with the nonreversed sentences. In sentences with type 2 verbs, deaf and hearing subjects made correct gender choices in almost every instance for the control sentences. For the experimental sentences, hearing subjects resolved the ambiguity by choosing the subject in almost every nonreversed sentence and deaf high school students responded in a similar fashion. The differences between the way deaf high schoolers and deaf college students operate when translating small sentence contexts was identified. (Nine figures are included: 47 references and 2 appendixes containing background data on the subjects and analysis of statistical data follow.) (MG)

ED 310 370   CS 009 776

Hoffman, Stevie

The Language of Adults and Its Influence on Children's Developing Literacy.

PUB DATE- 89
NOTE- 32p.; Research partially funded by the Graduate Research Council, University of Missouri.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *Language Acquisition; Language Proficiency; Language Research; Language Role; *Linguistic Competence; Linguistics; *Literacy; Oral Language; Oral Reading; *Parent Child Relationship; Primary Education; Reading Aloud to Others; *Reading Skills; Written Language
IDENTIFIERS- Descriptive Research; Home Environment Review (Garber); Literacy Events; Parent as a Reader Scale (Guinagh and Jester)

A study was conducted to: (1) gather data which would permit researchers to describe the teaching behaviors and language characteristics of parents during literacy events with their children; (2) analyze these data for positive or negative influences of parents' oral language on their children's participation in the reading/writing activities; and (3) determine any differences in these interactive behaviors between the first-of-the-year data and the end-of-the-year data. Ten families agreed to be videotaped with their first grade children during storybook readings and accompanying writing activities. Two at-home, parent/child tapings were scheduled; a third taping took place in school. Analyses of the first tapings indicated clearly that storybook time was when parents read and children listened. Two differences were apparent when the second tapings were analyzed. First, the researcher/child tapes and the curriculum of the classroom appeared to have encouraged parents to view their children as readers even though the reading proficiency of the children varied. Secondly, the language transactions between parents and their children were far more positive than early in the year. When presented with information about strategies to enable the natural development of literacy, parents were able to better support the children's learning strategies. Both linguistic and communicative competence grow out of children's meaningful and purposeful use of language in sharing what they know and are coming to know. (Forty-one references and two appendixes containing the Adult/Child Reading Partnership Coding System and the Parent/Child Reading Partnership Scale are attached.) (MG)

ED 310 400 CS 212 040

Hamilton-Wieler, Sharon

Cultural Literacy Shock: A Drama in Three Acts.

PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Traits; Culture Conflict; *Intercultural Communication; Literacy; Subcultures
IDENTIFIERS- *Cultural Literacy

A verbal clash at an international seminar between Harold Rosen of the United Kingdom, who for years had called for broader views of cultural literacy, and Robert Pattison of the United States, who also had called for a similar broadening of the definition of literacy, illustrates how perceptions of a shared ideology can be surprisingly incompatible, even between scholars from countries sharing a common heritage. Literacy problems of different countries, emerging as they have from different cultural and political histories, require different proposed solutions--different not only from country to country, but different within each country, according to changes in political agendas. In the case of Rosen and Pattison, the former's perceptions were based on the lived-through reality of a working class Jewish boy from London's East End slum tenements, while Pattison's notions were academic in nature and derived from an Ivy League east coast American WASP background. Each viewpoint was also subtly affected by the different political histories of both countries, which resulted in cultural cycles of dependency for the one and independence for the other. The need for multiple literacies and multiple approaches is further illustrated by differences of class, race, and gender consciousness between England and Canada. In all three countries the looked-for quality of access to literacy is not manifested in the goals and intentions expressed in rhetoric, but in the reality of the institutions where scholars work and conduct their business transactions. (KEH)

ED 310 415 CS 212 068

Bowman, Jim; Kahan, Bob

Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.

PUB DATE- 31 Jan 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Case Studies; *Emotional Response; Interviews; *Journalism History; Mass Media Role; *News Reporting; *Press Opinion; Religious Conflict
IDENTIFIERS- Atheism; Baltimore Sun; Journalism Research; *Media Coverage; News Reporters; O Hair (Madalyn Murray); *Religion in Public Schools

In 1960 a teenage boy, Bill Murray, refused to participate in Bible reading, and the result was a series of court cases that culminated in the 1963 United States Supreme Court decision banning compulsory prayer in public schools. To gain insight into the dynamics of journalism practiced during controversy, a case study attempts to examine the thoughts, the feelings, and the "mind-sets" of those involved by focusing upon the influence of personal factors in a charged situation. The "Baltimore Morning Sun" and the "Baltimore Evening Sun" were read for all of 1960 through 1962 when the events took place, and the three reporters (who wrote most of the copy) and Bill's mother, Madalyn Murray O'Hair, were all interviewed. Findings showed that: (1) there was an imbalance in the disproportionate amount of space given to representatives of authority and proponents of school prayer in the newspaper compared to the relative paucity of space allotted to O'Hair, Bill, and opponents of school prayer; (2) there was distortion, which linked atheism with an irrelevant issue, communism; (3) there was a quickness on the part of the press to find a stereotype for what they did not fully understand, dissent in the form of atheism; (4) the personal dislike of O'Hair interfered with the professional judgment of two of the reporters; and (5) the portrayal of O'Hair and her son by all of the reporters was uni-dimensional, that is they were seen only as dissidents and there was no sense of them as people. (Twenty-four notes are included.) (MS)

ED 310 430 CS 506 690

Wicks, Jan LeBlanc

The Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect?

PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Commercial Television; Mail Surveys; *Programing (Broadcast); *Television Commercials; Television Research; Television Surveys
IDENTIFIERS- Deregulation; Federal Communications Commission; *Program Length Commercials

A mail survey of commercial television stations nationwide was conducted to determine if stations as a whole are accepting program length commercials (whose airing was deregulated by the Federal Communications Commission (FCC) in 1984). Sales managers at 482 of 769 commercial television stations responded to the questionnaire. Results indicated that (1) program length commercials have been widely adopted by commercial television stations nationwide; (2) broadcasters as a whole appear to be concerned with avoiding over-commercialization; although (3) less profitable stations and stations in less concentrated markets are less concerned with past FCC expectations. (Seventy-five notes and seven tables of data are included.) (RS)

ED 310 446   CS 506 754

Voelker, David H.; Pettey, Gary R.
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Analysis of Variance; Cognitive Measurement; *Cognitive Processes; Communication Research; Emotional Response; Higher Education; Models; *Music Appreciation; Popular Culture; *Schemata (Cognition); Schematic Studies; *Songs
IDENTIFIERS- Affective Response; Music Identification; *Rock Music

To account for cognitive and affective responses to popular music, a pilot study used an information processing model to show that affect results largely from the activation of affect-laden schemas by the music stimulus. Subjects, 196 students from an introductory course in interpersonal communication at a medium-sized university, listened to a tape of music (consisting of six songs which were expected to be familiar and six which were not) in a private listening booth, and then completed a questionnaire. Factor analysis was used to derive two dimensions of music sophistication (participation and involvement), which, along with song familiarity, were expected to relate to thoughts and feelings generated by the song segment. Findings indicated: (1) that music involvement was positively related to the number of subject thoughts for unfamiliar songs; and (2) some support for schematic processing of music. (Eleven tables of data are included, and 25 references are appended.) (MS)

ED 310 476 CS 506 826

Jeffers, Dennis W.; Lewis, Nancy L.

A Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.

PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Employee Attitudes; *Employer Employee Relationship; Media Research; *Newspapers; Organizational Climate; *Organizational Communication; Organizational Effectiveness; Qualitative Research; Statistical Analysis
IDENTIFIERS- Communication Audit Survey Questionnaire; *Communication Patterns

A case study examined employee perceptions of the communication climate within a newspaper. Using qualitative and quantitative techniques, data were collected from 150 employees in 7 departments of a small newspaper organization, "Southwestern Newspapers". Results indicated that this newspaper can improve its communications climate by increasing the amount and frequency of internal communication at all levels. Findings also suggest that the publisher needs to develop strategies that will build personal and organizational trust in order to enhance organizational effectiveness. Managerial personnel need to be trained to develop strategies and techniques to help improve the organizational communication climate. (Seventeen references and four tables of data are attached.) (RS)

ED 310 595 EC 220 800

Harris, Deborah M.
The Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Needs; Elementary Secondary Education; *Etiology; Handicap Identification; Incidence; Interviews; *Learning Disabilities; Mothers; Multiple Disabilities; *Neurological Impairments; Parent Attitudes; Theories
IDENTIFIERS- *Tourette Syndrome

The paper examines implications of the high incidence of learning disabilities in children with Tourette Syndrome. Tourette Syndrome is a neurological disorder that causes involuntary muscle jerks and vocalizations. Approximately 60% of children with Tourette Syndrome are classified as learning disabled. It is possible that this high correlation between Tourette Syndrome and learning disability is partly the result of inappropriate educational responses to the needs of these children and the children's response to how others react to their disorder. These children may be so preoccupied with controlling their symptoms that they miss important educational input, fall further and further behind, and wind up eventually in the learning disabled category. To test this hypothesis, the mothers of three children with Tourette Syndrome were interviewed extensively about the educational progression of their child. The three case studies support the hypothesis; each of these children were placed in learning disability programs after a lag in achievement facilitated by the child's preoccupation with controlling tics. The paper stresses the importance of proper identification, the necessity of building self-esteem, and the importance of informed and sensitive teachers for children with Tourette Syndrome. (DB)

ED 310 609 EC 221 019

Project CABE 1986-1987: O.E.A. Evaluation Section Report.
New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.; New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Consultants; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Inservice Teacher Education; *Limited English Speaking; Resource Teachers; *Spanish Speaking; Student Educational Objectives
IDENTIFIERS- New York City Board of Education; Project CABE

The report describes first-year activities of Project CABE (Content-Area Bilingual Education) which aims to improve instruction and increase parental involvement for limited-English-proficient Spanish-speaking students with handicapping conditions in grades 4 through 9. During its first year the project served 308 students attending 25 public schools in Brooklyn and Manhattan. Project resource teachers met with a minimum of eight classroom teachers each week. They provided assistance in lesson planning, developed Spanish and English behavioral objectives for the content areas, identified and distributed suitable teaching materials and curricula, provided classroom demonstration lessons, assisted in the implementation of students' Individualized Educational Plans (IEPs) mediated between target teachers and special education personnel, aided in developing and conducting teacher and parent training activities, and facilitated access to and use of the Regional Second Language Acquisition Centers. The project also held eight workshops on such topics as choosing the language for instruction and language assessment in a preventive-prereferral mode. Audiovisual and instructional materials in English as a Second Language were purchased and used at the Centers. The project also produced a manual and provided 35 tuition grants to teachers receiving special training. Recommendations for the next year include holding of parent and teacher workshops at local schools. (DB)

ED 310 623   FL 018 122

Language Census Report for California Public Schools, 1988.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0800-4
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bilingual Education Programs; *Bilingual Students; *Bilingual Teachers; Elementary Secondary Education; English (Second Language); *Enrollment Rate; *Enrollment Trends; Geographic Distribution; Instructional Program Divisions; *Limited English Speaking; Migrant Education; Public Schools; State Surveys
IDENTIFIERS- *California

California's annual language census survey for 1987-1988 contains data on the numbers and geographic distribution of limited-English-proficient (LEP), fluent-English-proficient (FEP) public school students with native languages other than English, and of bilingual staff in the public school system. Of the nearly 4 million students enrolled in California public schools during 1987-1988, more than 14.0 percent were identified as being LEP and 13.0 percent as being FEP. Students were identified in 45 primary languages. Tables display data on: (1) LEP and FEP enrollments by grade level, county, and language for 1988 and on trends in enrollment since 1984; (2) LEP students in California bilingual education programs; (3) students in migrant education programs; (4) and bilingual staff members by county, language, and classification. A world map shows the countries of origin for LEP students in cases where more than 2,000 students from that country are enrolled in California public schools. (MSE)

ED 310 636 FL 018 146

Berney, Tomi D.; Carey, Cecilia
Project RECURSO, 1987-1988.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education Programs; *Disabilities; Elementary Education; English (Second Language); *Inservice Teacher Education; Language Skills; *Limited English Speaking; Measurement Techniques; Native Language Instruction; *Parent School Relationship; Program Effectiveness; Program Evaluation; Program Implementation; Second Language Instruction; Skill Development; Special Education; Staff Development; Student Characteristics; *Student Evaluation; Teacher Improvement; Workshops
IDENTIFIERS- Content Area Teaching; *Project RECURSO NY

Project RECURSO, a federally-funded project in its third year of operation, attempted to improve: (1) assessment procedures for limited-English-proficient (LEP) students with handicapping conditions; (2) the skills of teachers and school-based support team members (SBSTs) who work with this population; and (3) the quality of interaction between these children's parents and their schools. The project provided inservice training to 410 SBSTs and 135 teachers serving 308 elementary students in 15 schools. Two teacher trainers provided classroom teachers with individual and group training in effective bilingual education techniques. SBSTs were familiarized with new tools and strategies for assessing LEP special education students. A series of regional parent workshops familiarized parents with the policies and procedures of the city's Division of Special Education and taught them how to help their children learn. Participating students showed significant gains in their English language skills, but did not meet program objectives in native language skills. Objectives were met in mathematics and social studies instruction, but not in science. Objectives were met in staff development, but not in identifying or developing assessment instruments. Evaluation of the parental involvement segment was not possible, and the program served fewer students but more staff members than the year before. (Author/MSE)

ED 310 267 CE 053 084

Chandler, David A.
The Impact of Cooperative Vocational Education on Students' Work Values.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Cooperative Education; High Schools; *High School Seniors; *Values; Values Clarification; *Vocational Education; *Work Attitudes
IDENTIFIERS- Work Values Inventory

A study was conducted to ascertain if there were a difference in the work values of students who participated in cooperative education classes as compared to students who were enrolled in regular vocational and academic classes. Two questions, each with three subparts, were formulated to determine the effects of the three different programs on students' work values. Data were collected from 99 students (about one-third in each program) after they had participated in the programs, through administration of Super's Work Values Inventory (1970). All of the participants were high school seniors who were randomly selected from a stratified random sample of school districts in Mississippi. The results showed that the cooperative education seniors rated two work values significantly higher than the academic seniors: variety and associates. The vocational education seniors also rated associates as more important than did the academic seniors. The findings indicate that an employment situation that offers a variety of different tasks is a quality that is better understood by those high school seniors who have participated in a cooperative education program. Participating students also realized the importance of working with people with whom they enjoy working. The study recommended further research in 5-10 years to see if these students' values remained constant. (16 references) (KC)

ED 310 326 CG 021 902

Crider, Raquel A., Ed.; Rouse, Beatrice A., Ed.
Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS(ADM)-88-1577
PUB DATE- 88
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Adolescents; American Indians; Behavior Problems; Chemical Analysis; *Drug Abuse; *Drug Addiction; Hispanic Americans; Minority Groups; Peer Influence; Pharmacology; Poisons; Sociocultural Patterns; *Substance Abuse
IDENTIFIERS- *Inhalant Abuse; National Institute on Drug Abuse

This publication consists of papers and discussion from a comprehensive RAUS (Research Analysis and Utilization System) review focusing on factors relating to a multi-year increase in inhalant abuse among high school seniors. The document contains the following articles: (1) "Inhalant Overview" (Raquel A. Crider and Beatrice A. Rouse); (2) "Current Topics in Inhalant Abuse" (Karen Kerner); (3) "Inhalant Abuse by Young Children" (Fred Beauvais and E. R. Oetting); (4) "Indian Youth and Inhalants: An Update" (Fred Beauvais and E. R. Oetting); (5) "Inhalant Abuse in a Small Rural South Texas Community: A Social Epidemiological Overview" (Alberto G. Mata, Jr. and Sylvia Rodriguez Andrew); (6) "The Continuing Problem of Youthful Solvent Abuse in New York State" (Blanche Frank, Rozanne Marel, and James Schmeidler); (7) "Program Experiences with the Solvent Abuser in Philadelphia" (Terence M. McSherry); (8) "Inhalant Use and Abuse in Canada" (Reginald G. Smart); (9) "Epidemiology of Solvent/Inhalant Abuse in Mexico" (Elena Medina-Mora and Arturo Ortiz); and (10) "Social and Psychological Factors Underlying Inhalant Abuse" (E. R. Oetting, Ruth W. Edwards, and Fred Beauvais). A list of National Institute on Drug Abuse research monographs is appended. (TE)

Educational Guidance: New Responses for Inner Cities.
Further Education Unit, London (England).
REPORT NO.- ISBN 1-85338-113-6
PUB DATE- 89
NOTE- 38p.; Document contains light type on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Blacks; *Career Guidance; Counseling Services; Curriculum Development; *Educational Needs; Foreign Countries; *Inner City; *Training; *Unemployment
IDENTIFIERS- *England

This document summarizes a project which attempted to develop and evaluate the provision of educational guidance for unemployed adults, especially those from ethnic minority groups in inner city areas in the United Kingdom. This report: (1) outlines the background of the project; (2) indicates key features of the shop-front guidance unit that was established in the development stage of the project; (3) describes the role of the guidance unit in the curriculum development process; and (4) provides an account of the way in which the unit contributed to all elements of the curriculum development process. Key questions are identified for consideration by providers wishing to increase access to provision for black unemployed adults. In the final section, some conclusions are offered about the effectiveness of a guidance unit operating in an inner city area from shop-front premises, and a checklist is provided for those considering the development of inner city guidance units. The appendix includes the project information bulletin and a summary of an evaluation of the project which includes data tables on status, sex, ethnicity, age, language support, referral, training, mode of study, and minority characteristics. (ABL)

ED 310 462 CS 506 795

Braddlee
Intertextuality and Television Discourse: The Max Headroom Story.
PUB DATE- May 89
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Discourse Analysis; Higher Education; Mass Media; Mass Media Effects; *Mass Media Role; *Mass Media Use; *Programing (Broadcast); *Reader Text Relationship; Television Research; *Television Viewing; Text Structure
IDENTIFIERS- Intertextuality; *Max Headroom

Max Headroom, the computer-generated media personality, presents a good opportunity for an investigation of the degree of intertextuality in television. Max combines narrative genres (science fiction and film noir), television program types (prime-time episodic narrative, made-for-TV movie, talkshows), advertising and programming, and electronic and print media. Analysis of one channel of discourse, commercials and advertising, shows that neither advertisers nor textual theorists can rest safely on their assumptions. The text involved here is complex in the very sense that culture itself is complex, and readings of media that reduce complexity to a simplistic ideological positioning of readers are reductive and based on an overprivileging of dominance over the intelligence of viewers, and their power to expose and exploit contradictory textual elements. By over-emphasizing the hegemonic and deemphasizing the emancipatory or oppositional, injustice is done to both the complexity of texts, and their potential for encouraging critical positionings among readers. Only through empirical investigation of individuals' readings in a consistent and systematic fashion will it be possible to determine the relationships between viewers and texts. (MS)

ED 310 492 EA 021 090

Sudderth, Charlotte R.
The Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Collegiality; *Educational Change; Educational Development; Educational Quality; *Instructional Improvement; Intermediate Grades; Interprofessional Relationship; *Middle Schools; Organizational Development; *Staff Development; Teamwork
IDENTIFIERS- *Richmond Unified School District CA

Long considered by its community and the Richmond County Schools' district administration "the worst middle school in the distict," the school (unnamed in the study) began a process of change in spring 1987. The instructional staff embraced a schoolwide staff development program designed to help both student achievement and school climate. Implemented was Homan's conceptual framework for the study of human groups including, in particular, the idea that small groups exist and evolve in an environment divided by three distinct levels (physical, technical, and social) and two basic management systems (external and internal). The implementation plan employed the establishment of study groups (collegial teams) that enabled the ongoing study of instructional practices and strategies and helped to institutionalize the practice of peer coaching. At the end of the implementation year, significant changes were reported: (1) promotion based on merit increased among students; (2) the number of retained students was reduced; and (3) attitudes of both the groups and students became more positive. School improvement was achieved through collegial commitment and collaborative decision-making. (7 references) (SI)

ED 310 537 EA 021 261

Eyre, Dana P.; And Others
The Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
Stanford Univ., CA. Stanford Education Policy Inst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- 86-SEPI-10
PUB DATE- Jun 86
NOTE- 45p.
GRANT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Administrative Organization; *Efficiency; Goal Orientation; *Industrial Training; Job Training; *Nontraditional Education; Postsecondary Education; Qualitative Research; *School Effectiveness; Secondary Education; Vocational Education

This paper describes the organizational structures and practices discovered in several alternative educational settings in various business and government organizations claiming to use a technical control operating model. The educational organizations studied included a criminal justice training center, a color consulting school, a high technology educational center, a bank training program, a training center for the disabled, and a telecommunications employee training program. The study investigates claims that education in nontraditional sectors is more efficient and effective than conventional schooling in meeting educational goals and delivering instructional activities. Findings are based on interviews with program directors and staff members and an analysis of program objectives descriptions. Initial observations suggest that education occurring outside the traditional sector is not organized in a manner wholly distinctive from traditional schools. The alternative schools exhibit many conventional organizational features, from the credentialed teacher and the credit unit to "good faith" controls rather than direct inspection of instructional or learning outcomes. In fact, alternative schools' resemblance to traditional schools probably helps them use the few technical control features they do exhibit. A second, broader study will further investigate alternative school arrangements and their organizational forms. The paper includes nine references and a table charting characteristics of an ideal technical control model for the six schools. (MLH)

ED 310 566 EC 220 770

Rodda, Michael; And Others
Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults.
PUB DATE- 88
NOTE- 8p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; *Communication Skills; Deaf Interpreting; *Deafness; *Evaluation Methods; Young Adults

The paper discusses specific concerns and issues related to the assessment of profoundly deaf clients. Data on 11 profoundly deaf clients are used to illustrate the problems involved in assessment, and practical strategies for assessment are presented. One case study is detailed. The importance of assessing functional communication skills is stressed. The use of a checklist of communication skills, assessment of interpreter reliability, and use of both hearing American Sign Language interpreters and deaf reverse skills interpreters are suggested. Other useful evaluation measures are noted, including the Test of Communication Skill, assessment of vocalization using traditional techniques of speech pathologists, intelligence tests, the Woodcock Reading Mastery Tests, and the KeyMath Diagnostic Arithmetic Test. The rigid use of formalized normative tests is deemed to be inappropriate in cases involving severely socially deprived deaf adults. (Author/DB)

ED 310 581 EC 220 785

Eriksson, Britt-Marie; And Others

Activities Using Headsticks and Optical Pointers: A Description of Methods.

Canadian Rehabilitation Council for the Disabled, Toronto (Ontario).; Swedish Inst. for the Handicapped, Bromma.; Wisconsin Univ., Madison. Trace Center.
REPORT NO.- ISBN-91-86310-23-2
PUB DATE- 87
NOTE- 21p.; Translated by Struen Robertson.
AVAILABLE FROM- University of Wisconsin, Trace Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Elementary Secondary Education; *Physical Disabilities
IDENTIFIERS- *Head Mounted Aids

A variety of head-mounted aids have been developed in the past decade to fill in the functional gaps of children and adults unable to use their hands at standard capacity. For those with speech difficulties, the optical pointer, headstick and mouthstick also provide communication alternatives. This handbook discusses the characteristics of several of the options, along with suggestions for their implementation. At play, a handicapped child may use a headstick for painting, role-play games of hide-and-seek, or simply to interact more freely with toys that have been appropriately modified. Optical pointers may be useful in games of hide-and-seek, or may be used to direct an aide's hands in playing with dolls and other toys. Board games and electronic/computer games are also well suited to play with headsticks and pointers. Modifications can also integrate a magnetic stick into many common games. For communication, head-mounted aids can be used to operate electric typewriters and alphabet boards. In the classroom, textile handicrafts and music can be performed through use of head-mounted aids, and even such complex kitchen tasks as peeling potatoes, beating ingredients and glazing can be performed with a headstick and attachments. Several pages of pictures illustrate techniques for work, play, and creativity using head-mounted aids. (PB)

ED 310 239 CE 053 038

Tanigawa, Christine
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
Hawaii Univ., Honolulu. Coll. of Education.
SPONS. AGENCY- Republic of Palau, Koror.
PUB DATE- Aug 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Computer Oriented Programs; *Computer Science Education; Computer Software; Foreign Countries; Microcomputers; Postsecondary Education; *Preservice Teacher Education; *Teacher Education Programs; *Vocational Education Teachers; Word Processing
IDENTIFIERS- *Palau

A vocational teacher training project was designed to provide a short-term period of training at the University of Hawaii at Manoa to upgrade the computer and secretarial skills of three potential vocational education teachers from the Republic of Palau. The training consisted of scheduled computer courses at Kapiolani Community College, individualized computer training at the University of Hawaii at Manoa, and other activities designed to provide secretarial training in office procedures, English skills, and writing skills. All three participants earned completion certificates for five computer courses taken at Kapiolani Community College, made contacts with individuals in their fields of work at the University and at other institutions, and took part in other activities designed to allow them to benefit from their time in Hawaii. The three participants completed the courses and became more proficient in practical applications of the software, concentrating on the word processing capabilities of the program. The amount of proficiency achieved depended on the amount of hands-on practice time each participant spent with the computers. Recommendations were made to strengthen the program by better planning and determining relevance of courses. (KC)

ED 310 282 CE 053 103

The 1989 Agenda for the National Center for Research in Vocational Education. Revised.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 23p.

GRANT- V051A80004-89A

AVAILABLE FROM- NCRVE-Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Research Administration; *Research and Development Centers; *Research Needs; *Research Projects; Vocational Education

IDENTIFIERS- *National Center for Research Vocational Education

This document consists of funding information, a mission statement, 30 research project descriptions, descriptions of nine service activities, and a list of addresses for the National Center for Research in Vocational Education (NCRVE) at the University of California-Berkeley and its subcontractors at Teachers College, Columbia University; the RAND Corporation; University of Illinois; University of Minnesota; and Virginia Polytechnic Institute and State University. The research project descriptions appear under the following headings: (1) Context, Goals, Planning and Evaluation; (2) Curriculum and Instructional Methods; (3) Vocational Education for Special Populations; (4) The Development of Personnel in Vocational Education; (5) The Delivery Systems of Vocational Education and Training; and (6) Governance and Policy. The service activities are grouped into two categories: centralized service functions and service functions located at NCRVE subcontract sites. (CML)

ED 310 311 CG 021 887

Grignano, Innocenzio; And Others
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
Allegheny Intermediate Unit, Pittsburgh, Pa.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; Emerging Occupations; *Employment Opportunities; *Employment Patterns; *Futures (of Society); Higher Education; Long Range Planning; *School Counselors; Social Change; *Trend Analysis

This document is a guidebook for counselors making presentations on how the school community can prepare students for the economic changes of the future. The first section provides a national view of the key forces shaping classrooms and board rooms, stressing the importance of demography and the science of distribution in general. This presentation focuses on: inteerpreting census data to discover large forces to which everyone must adapt; examining obvious facts such as that most of the new jobs will be in the service sector; and the reality of the decline of the middle class in a service-based economy. The second section focuses on particular issues facing western Pennsylvania, including its industrial decline, reasons for optimism, and characteristics of its labor force. This section concludes that job market awareness will have to change to reflect businesses' changing needs. The third section focuses on the shifting role of the school and college counselor in view of the information presented in the previous two sections. Recommendations made include: a broader definition of what constitutes a "good school"; attentiveness to rising dropout and pushout rates and a recommitment to vocational and other non-college preparatory curricula. (ABL)

ED 310 386 CS 211 982

Kovarik, Bill

Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability.

PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Case Studies; Editorials; *Journalism History; Mass Media Role; *Newspapers; Press Opinion; *Public Health
IDENTIFIERS- *Kansas (Kansas City); News Accuracy; Press Responsibility

A case study examined a 1920 controversy between two newspapers. One of the last vestiges of the era of "yellow journalism" was the editorial "war" between the Kansas City "Star" and the Kansas City "Post" which culminated in a 1921 showdown. The "Star," a champion of main street interests and progressive Republican responsibility, was held in much higher esteem than the "Post," known for its pursuit of scandals, lurid crimes, and sex sagas. And yet, when a nationally known public health expert, Dr. Charles North, spent the summer of 1921 serving as a consultant to the Kansas City government, he chose the "Post" as a vehicle for his campaign for mandatory milk pasteurization. North and the "Post" fired sensationalistic broadsides, accusing the town of Kansas City, its charitable organizations and especially the "Star" of complicity in "killing babies." Only pasteurization of milk could clear up epidemics ravaging the nation, North claimed. The "Star," as a champion of small dairy farmers, opposed economic concentration of the industry that would result from a centralized pasteurization system. This unknown incident in the history of journalism raises questions about the use of emotion as a vehicle for arousing public interest in the details of scientific controversy. (Forty-two notes and two newspaper excerpts are included.) (MS)

ED 310 431 CS 506 692

Jung, Donald J.
The Federal Communications Commission and the Fairness Doctrine: Public Interest Failure?
PUB DATE- 10 Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Broadcast Industry; Media Research; Policy Formation; *Programing (Broadcast)
IDENTIFIERS- Deregulation; *Fairness Doctrine; *Federal Communications Commission; Media Government Relationship; Public Interest

Arguing that the Federal Communications Commission's (FCC) decision abolishing the Fairness Doctrine rested on unquestionable and untestable ideological assumptions, this paper asserts that the FCC has pursued broadcast deregulation with inadequate consideration of either social scientists' knowledge about the news media and their audiences, and without providing a theoretically and cogently defensible interpretation of their policies being in the public interest. The paper articulates a theory of public interest, generates five necessary statements concerning the public interest, and compares these statements with the FCC's Fairness Doctrine decision. The paper concludes that the arguments on behalf of scrapping the Fairness Doctrine are a form of rationalization where the hidden agenda may have been the key component: the legal arguments are primarily forms of ideological rationalization designed to justify interests rather than principles. Thirty-eight notes are included and 65 references are attached. (RS)

ED 310 477 CS 506 827

Armstrong, G. Blake; Neuendorf, Kimberly A.
TV Entertainment, News, and Racial Perceptions of College Students.
PUB DATE- Aug 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Black Stereotypes; *College Students; Correlation; Higher Education; *Mass Media Effects; Mass Media Role; Media Research; Multiple Regression Analysis; News Media; *Racial Attitudes; *Television Viewing; White Students
IDENTIFIERS- Media Coverage; *Television News

A study assessed the relationship between media exposure, interracial contact, and four categories of race-related beliefs among three samples of white midwestern university students between 1980 and 1986 (196 were in the first sample; smaller numbers were in the second and third samples). Contrary to the "uniform messages" assumption of cultivation theory, different types of media content were related differently to perceptions concerning race. Television news exposure was associated with beliefs that Blacks had relatively lower socio-economic outcomes, with more negative character attributions, and with harsher evaluations of welfare recipients. TV drama exposure was associated with beliefs that Black Americans had a relatively higher socio-economic standing. Exposure to TV Blacks specifically was associated with relatively more positive character attributions. (Seven tables of data are included, and 73 references are attached.) (Author/SR)

ED 310 507 EA 021 226

Levin, Benjamin
Government Planning and Decision-Making in Education and Other Social Policy Fields.

PUB DATE- Jan 87
NOTE- 18p.; Revised version of a talk given for the Canadian Studies Programme of the Hebrew University of Jerusalem (Jerusalem, Israel, January 8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; Elementary Secondary Education; Foreign Countries; *Government (Administrative Body); *Governmental Structure; *Modernization; *Organizational Change; *Social Change
IDENTIFIERS- *Canada

Governments must change their entire perspective regarding social policy to keep abreast of the rapid changes occurring in society today. Major trends in social policy and the public sector fueling this call for change include the (1) shifting needs of social services; (2) inflexibility of current well-established but rigid institutions; (3) increasing domination of political processes by single-issue politics that promote the narrow views of powerful special interest groups; (4) declining faith of the population in governments' ability to solve major social problems; (5) increasing gap between expeditures and available revenue; and (6) growing interdependence in the policy system that is causing implementation difficulties. Adapting to these changes will require greater flexibility in the government's use of resources and a more integrated approach to policy development. Governments, however, generally are ill prepared to change; among the many barriers to change are the critical matters of status and pay that can serve to penalize managers who introduce measures that facilitate greater efficiency or that save resources. It is reasonable to assume, though, that given time, governments will be able to adjust to the changes surrounding them. (KM)

ED 310 522 EA 021 243

Socoski, Patrick M.
A Call for the End of Corporal Punishment in Schools.
PUB DATE- 23 Jun 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Institute
for Democracy in Education (Athens, OH, June 22-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Corporal Punishment;
*Discipline; Discipline Policy; Elementary Secondary Education;
*Punishment; *Student Rights

The elimination of all forms of corporal punishment in educational settings must occur immediately. Not only does corporal punishment violate key democratic principals, but it also thwarts the increasing professionalization of teaching. In addition, available research findings illustrate that corporal punishment: (1) only temporarily suppresses undesired behavior; (2) is ineffective in promoting new learning; (3) arouses pupil's aggressions; and (4) implies to children that violence is an acceptable way to solve problems. Further, corporal punishment is typically inappropriate for the crime committed and, rather than use it as a last resort, the authoritarian, the inexperienced, and the impulsive teachers who practice corporal punishment, use this form of discipline first. Short and long term solutions to the problem of school discipline include the provision of alternative experiences for bored or otherwise unreceptive students, alternative schools within the public system, and employing adequate numbers of professional specialists. (12 references) (KM)

ED 310 552 EA 021 289

Land, Arthur J.

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.

PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; *Change Strategies; Educational Change; *Educational Quality; Elementary Secondary Education; Instructional Leadership; Leadership; Management Development; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- *Georgia; *Teacher Performance Appraisal Instrument

Georgia is demonstrating a strong commitment to improving the quality of public education. This paper focuses on the reform efforts in the areas of accountability and the improvement of teaching. This is being accomplished with the current implementation of the Teacher Performance Appraisal Instrument (TPAI) that involves assessing competency in teaching performance of beginning teachers. The TPAI is also a giant step in the direction of determining the basic competency of an individual to effectively administer a school. Presented are excerpts from a memorandum from Georgia Superintendent of Schools Werner Rogers discussing specifically what the TPAI is, what it does, and how it does it. (4 references) (SI)

ED 310 637 FL 018 147

Berney, Tomi D.; Friedman, Grace Ibanez

The New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Apr 89

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education; Classroom Techniques; Cognitive Style; Educational Strategies; English (Second Language); High Schools; *Inservice Teacher Education; Language Teachers; Limited English Speaking; *Mathematics Instruction; *Mathematics Teachers; Minimum Competency Testing; Program Effectiveness; Program Evaluation; Secondary School Teachers; *Staff Development; State Aid; Supervisors; *Teacher Workshops

IDENTIFIERS- *New York City Board of Education

The state-funded New York City Staff Development Program in Mathematics was a five-workshop series serving bilingual/English-as-a-Second-Language teachers teaching mathematics, and mathematics teachers unfamiliar with the special needs of limited-English-proficient (LEP) high school students. Supervisors were also invited to participate. Workshop topics included the relationship between language and mathematics, the relationship between students' cognitive styles and mathematics learning, and improved ways to prepare LEP students to pass the state competency test in mathematics. Participants evaluated the workshops by questionnaire. The objective that 90% of participants would be highly satisfied with each aspect of the workshops was not met, but 81% indicated a high level of satisfaction. The program was well planned, well implemented, and appeared to meet a real and significant need. Follow-up conferences to reflect on and discuss implementation of techniques and strategies are recommended. (Author/MSE)

ED 310 254 CE 053 061

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-52
PUB DATE- Jun 89
NOTE- 108p.; For a related document, see CE 053 062.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Disadvantaged; *Employment Programs; Federal Legislation; *Federal Programs; *Job Placement; *Job Training; Outcomes of Education; *Participant Characteristics; Postsecondary Education; *Program Effectiveness; Program Improvement
IDENTIFIERS- *Job Training Partnership Act 1982

Since its passage, the Job Training Partnership Act (JTPA) has provided nearly $10 billion to state and local agencies to provide job training to unskilled and economically disadvantaged individuals who need training to obtain employment. The General Accounting Office (GAO) studied hard-to-serve JTPA participants and compared the services they received and outcomes experienced relative to less needy participants. Some of the findings of the study were the following: (1) JTPA is not targeting any particular job readiness group for enrollment in the program; (2) school dropouts were significantly underserved; (3) less job-ready individuals tended to receive less intensive services; (4) the quality of jobs received after leaving JTPA was strongly related to the skill level of training received, regardless of participants' initial job readiness status; and (5) low skill on-the-job training was often provided for excessive periods of time, resulting in a subsidy to employers rather than true job training for the participants. GAO recomended that JTPA: increase its emphasis on higher and moderate skill job training; collect data necessary to measure differences in programs associated with such training; and monitor the effect of more intensive training on the number of participants the program can serve and on program outcomes. (KC)

ED 310 297 CG 021 873

Sinke, Mary
An Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
Illinois State Dept. of Public Aid, Springfield.
NOTE- 76p.; For other final reports and how-to manuals, see CG021850-72 and CG021874.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Employee Attitudes; *Evaluation Methods; Incentives; *Job Performance; Job Satisfaction; Long Term Care; *Nurses Aides; *Nursing Homes; *Personnel Evaluation; *Recognition (Achievement)

This study examined a nursing aide recognition program in a nursing home with 50 nurses and 200 nurse aides. Before the program was implemented, baseline data on job satisfaction were gathered with a questionnaire. A one-page description of the program and an evaluation tool were distributed to the nurse aides at their information sessions. Nurse Aides I were told that if they chose to participate they would be evaluated by the nurse and the Nurse Aide II on the unit. Nurses' inservices included instructions on use of the performance appraisal. Approximately 43 percent of the Nurse Aides I elected to participate. Comments by those evaluating the aides and the participant aides themselves were collected. When results were tallied, 34 percent of the participant nurse aides (or 14 percent of the total) achieved the award. A commendation was placed in the personnel record of those who completed the program but did not achieve the award. Staff observations indicated that the program tended to increase bickering between nurses aides instead of engendering team work; participants dropped out due to the perception that their scores were lower than their performance; participants were angered and embarrassed if they did not achieve the award; and the administrative time was possibly prohibitive. (Questionnaires and evaluation forms are included.) (ABL)

ED 310 356 CS 009 760

Gallagher, Margaret; Pearson, P. David

Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 70p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Grade 4; *Group Discussion; Independent Reading; Intermediate Grades; Learning Processes; *Reading Comprehension; *Reading Instruction; Reading Research; Study Skills
IDENTIFIERS- Expository Text; *Knowledge Acquisition

A series of studies addressed basic questions about instruction in subject areas such as science and social studies at the elementary level, focusing on group discussion of textbook content and addressing the effects of instruction in terms of students' knowledge acquisition and their independent reading comprehension of new content. Subjects, fourth grade students (144 in all), either read independently (a control condition), or experienced instructional treatment conditions created to distinguish two primary methods of treating text content during class discussion: (1) "discrete" instruction, which isolated brief segments of text for oral reading and subsequent discussion, modeled on conventional practice in elementary classrooms; and (2) "integrative" instruction, which focused on larger content units and was designed to promote students' abilities to relate information within and across sections of text. Students read a series of 12 articles about three insect societies, in a specially prepared booklet over a 12-day period. A series of pretests and posttests was administered (to assess domain-specific factual knowledge, ability to use text as information sources, and approach to learning from texts), as well as daily tests (for understanding of factual information, ability to construct explanations, and application of knowledge in new contexts) and a measure of transfer to independent reading comprehension at the end of the study. Principal findings indicated that instruction significantly enhances both the amount and kind of knowledge students acquire. Further, integrative instruction is more effective than discrete instruction with respect to students' knowledge acquisition and independent reading comprehension of both related and unrelated material. (Six figures and 13 tables of data are included; 64 references are attached.) (Author/SR)

ED 310 371 CS 009 777

Spaulding, Cheryl L.
Understanding How Reader Characteristics Affect Comprehension of Text.
PUB DATE- Sep 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- Literature Reviews; Reader Text Relationship; Reading Attitudes; *Reading Comprehension; Reading Habits; Reading Interests; Reading Processes; *Reading Research; Reading Skills; Reading Strategies; *Text Structure

A review of the literature was conducted to summarize how characteristics of individual readers help to determine the nature and quality of their comprehension of specific texts and to discuss how this knowledge might be used by teachers to promote effective reading in their classes. Three dimensions of readers were identified as being causally related to comprehension. First, readers differ in terms of what they know. Readers who are highly familiar with the topic about which they are reading and or the organizational structure of the text they are reading comprehend better than those readers who are less familiar with the topic and organizational structure. Second, readers differ in terms of the cognitive skills and strategies they have available for use while they are reading. Some readers have fully internalized a given strategy, such as predicting what should logically come next, others have done this only partially, and still others lack this strategy altogether. Third, readers differ in terms of their motivational orientations toward the text. Readers' attitudes about their comprehension abilities can be at least as important in determining their comprehension of specific texts as their actual comprehension abilities. Teachers who recognize the transactional nature of reading comprehension understand that characteristics of individual readers differentially influence their reading comprehension. These are the teachers who will be able to create reading lessons and programs to serve the varied needs of each reader in their classrooms. (One hundred twenty-nine references are included.) (MG)

ED 310 401 CS 212 044

Draper, Virginia

Writing Response Groups: From Power Trips to Empowerment.

PUB DATE- 17 Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Case Studies; *Cooperative Learning; *Freshman Composition; Higher Education; Interaction Process Analysis; Reading Writing Relationship; *Research Papers (Students); Self Directed Groups; *Writing Processes; Writing Skills
IDENTIFIERS- Empowerment; *Writing Attitudes; *Writing Groups; Writing Habits; Writing is Thinking

A study examined the effectiveness of writing response groups in changing the power relationships students maintain to empowering relationships in which students challenge authoritarian attitudes and generalizations. Subjects were three students in a freshman composition class at the University of California at Santa Cruz. Recorded conversations of these students discussing their research papers in writing response group sessions revealed that the shift from power trips to empowering conversation in writing groups depends upon the student writer's conceptions of his or her writing problems. To a large degree, these conceptions are shaped by two attitudes the student brings to the group: (1) notions about what writing is and what purposes writing can, or ought, to serve; and (2) willingness to engage in dialogue to discover purposes and to identify, describe, and resolve, if possible, discrepancies among various opinions. In terms of power, the student who resists the notion that writing is a dominating activity, who sees reading as a conversation rather than as passive acceptance or rote learning, who is willing to resist both the oppressor and oppressed roles, is better able to engage in empowering relationships. (KEH)

ED 310 416 CS 212 069

Pasternack, Steve; Utt, Sandra H.

Reader Use and Understanding of Newspaper Informational Graphics.

PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Charts; College Students; *Graphic Arts; *Graphs; Higher Education; Illustrations; Information Sources; Media Research; *Newspapers; Statistical Data
IDENTIFIERS- *Graphic Communication; *Visual Journalism

While the use of informational graphics in newspapers is increasing, little is known regarding how well readers can understand them and how readers use them. A study investigated whether readers of newspapers read graphics before or after they read the headline/text, and whether people decide to read a graphic device for appearance-related or content-related reasons. Subjects, 70 undergraduate students at two universities, were shown two separate "packages" from "USA Today" (one with a dominant graphic, and one with a non-dominant graphic) consisting of news articles, a headline, and a graphic device. They were then asked five questions based on the content of the graphic devices in the two packages. Results suggest that readers turn to graphics for both content-based and appearance-related reasons, which may be based on individual tastes or on the dominant status of the graphic. For example, 70% of the subjects read the dominant graphic before the headline/text, while the smaller, less ostensible graphic was generally read after the headline and text. Results also suggest that readers went to the informational graphics largely for content-related reasons, indicating that there may be a need to emphasize the information in infographics. (Eight tables of data and 25 notes are included. An appendix contains the two packages.) (SR)

ED 310 447   CS 506 756

Wulfemeyer, K. Tim
What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Research supported by a grant from the Carol Burnett Fund for Responsible Journalism, University of Hawaii-Manoa.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Codes of Ethics; *Ethics; Media Research; *News Media; News Reporting; Occupational Surveys; Radio; Television
IDENTIFIERS- Journalism Research; *Media Ethics; *News Directors

A study examined the perceptions about what is and is not ethical behavior in electronic journalism. Subjects, 220 television news directors and 66 radio news directors, responded to a 117-item survey of ethics in electronic journalism. Results indicated that the news directors identified: (1) 10 "acceptable" behaviors, including working a second job, entering journalistic contests, and going "undercover" for a story; (2) 20 "unacceptable" behaviors, including taking "freebies," doing commercials, paying for information, and doing public relations for profit-making companies; and (3) some "gray area" behaviors, including conducting ambush interviews, using hidden cameras and microphones, and holding stories when asked to do so by government officials. (Twenty-three notes and three tables of data are included.) (RS)

Vanderheiden, G. C.; Kelso, D. P.

Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.

Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 15p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Reprint from AAC Augmentative and Alternative Communication; p196-206 1987.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; *Communication Skills; Time; *Vocabulary; Word Lists
IDENTIFIERS- *Augmentative Communication Systems

Vocabulary systems for individuals using communication aids can be broken down into two major types: coverage vocabularies and acceleration vocabularies. Acceleration vocabularies or word sets assume the individual is able to spell and words are chosen which speed up the rate of communication. Acceleration techniques may include sets of most frequently used words or syllables, abbreviation-expansion techniques, word prediction techniques, linguistic expansion, and full sentence storage and retrieval. This paper presents data regarding the coverage power of most-frequently-used-word sets, the effects of word length and keystroke analyses on calculated word set efficiencies, and the effect of different termination and abbreviation strategies. Word set analyses which do not take keystroke analysis into account are shown to be overly optimistic due to the heavily skewed distribution of word length versus usage. A generic abbreviation algorithm is described which allows implementation and comparison of other strategies. Fixed-vocabulary, letter-based word prediction techniques are shown to be a form of cued abbreviation expansion with a relatively low motor efficiency. (Author/DB)

ED 310 610 EC 221 020

DeStefano, Lizanne; Snauwaert, Dale

A Value-Critical Approach to Transition Policy Analysis.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 89

NOTE- 84p.

CONTRACT- 300-85-0160

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Disabilities; *Education Work Relationship; *Government Role; Interdisciplinary Approach; Public Policy; Secondary Education; *Special Education; Transitional Programs; Trend Analysis; *Values; *Vocational Rehabilitation

The monograph examines the roles of the two federal policy units, special education and vocational rehabilitation, that have the greatest impact on the initiative to improve services to disabled students in their transition from school to work. Chapter 1 is devoted to a discussion of the two methodologies used in the study: the value-critical approach to policy analysis and legislative history. Chapter 2 presents the legislative history of special education. Chapter 3 discusses briefly the federal disability policy system and presents a legislative history of vocational rehabilitation. Chapter 4 considers the interaction between special education and vocational rehabilitation from a value-critical perspective. It is argued that there exists a value conflict between the two systems that jeopardizes the transition initiative. A fundamental conflict in the transition policy system is seen between the values of equality and efficiency. Because of this, special education must assume the responsibility for transition. Reliance upon the adult service system as an intermediary link in transition must be minimal. Court action to secure adult services will probably increase but it is questionable whether such mandates will be implemented given the political and fiscal climate. (DB)

ED 310 624 FL 018 124

Loughrin-Sacco, Steven J.; And Others
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.

PUB DATE- 89
NOTE- 49p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; *Classroom Research; Cross Sectional Studies; Data Collection; *Ethnography; *French; Higher Education; Introductory Courses; *Research Methodology; Second Language Instruction; Second Language Learning; Student Attitudes; *Student Behavior; Study Skills
IDENTIFIERS- *Michigan Technological University

The procedures used in an ethnographic study of a classroom language learning community are described. The research was undertaken to gain insights into adult language learning taking place among students who were not foreign language majors in an elementary French class at Michigan Technological University during the 1986-87 academic year. The study examined a cross-section of classroom behavior and the context in which the behavior occurred, and documented learners' study strategies and perceptions of the course, institution, instructor, and themselves. The tools used were classic ethnographic data-collection measures, including daily classroom observation, interviews, and collection of all student work, course records, and other relevant documentation. The report outlines the theoretical framework of ethnographic research and the research design, including the research team's composition, observation procedures, interviews, documentation, and analysis. A 35-item bibliography, interview transcripts, and sample observation notes are appended. (MSE)

ED 310 268 CE 053 085

Agan, Ray; Costley-Overvides, Betty R.
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Career Education; *Correctional Education; Course Content; Educational Needs; Educational Resources; *Females; *Instructional Materials; Job Search Methods; Postsecondary Education; *Prisoners; *Work Attitudes
IDENTIFIERS- *Atkins Life Skills Series

Women in prison have needs for career education, although it is often difficult to provide with scarce resources. Teachers of female prisoners saw a need for resources, experiences, and coping skills when asked for a response to female inmates' career education needs. Experiences were the most difficult to manage for teachers in prison schools, since outsiders are reluctant to come into a prison for a typical job fair. Female inmates indicated that they would have no trouble getting jobs, although most expected to get minimum-wage service jobs. One of the most useful sets of career education materials for teachers of women inmates is the Atkins Life Skills Series (1975). This set of materials is a complete classroom approach. Student workbooks, simulation videos, recorded interviews on audiocassettes, and, a 10-lesson format stored in 10 boxes make it a comprehensive, portable career education curriculum. Designed for the underemployed adult and extremely sex fair, the program provides opportunities for self-assessment, job exploration, and skills in job seeking. Using this system, along with more emphasis on personal counseling, could enhance the career education and job possibilities of female prison inmates. (KC)

ED 310 327 CG 021 903

Westler, Jean A.
Drugs and AIDS: Getting the Message Out.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS(ADM)-88-1599
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Brainstorming; *Community Education; Community Involvement; *Drug Abuse; Group Discussion; Guidelines; *Instructional Films; Program Development; Public Speaking

"Drugs and AIDS: Getting the Message Out" is an educational film to stimulate ideas and actions that will combat drug abuse and Acquired Immune Deficiency Syndrome (AIDS) in the local community. Its focus is on how people are taking action in their own communities to reduce the spread of drug abuse and AIDS. This program guide is intended to help organizations and educators plan a "Drugs and AIDS" presentation. Section One, "Planning the Program," provides steps for setting goals and objectives, deciding whom to involve, organizing the event, and getting materials. Section Two, "Presenting the Program," offers steps for setting up the equipment, welcome and introductory remarks, showing the film, soliciting first reactions, questions and answers on AIDS and drug abuse, focusing on community outreach, brainstorming, summarizing, and getting technical assistance. Section Three, "Involving the Media," offers tips for involving the media in community action and getting media coverage. Section Four, "Sources and Resources," provides national hotline numbers, a local resource work sheet, technical assistance, print materials, and a list of state alcohol and drug abuse offices. Credits and ordering information are provided on the inside back cover. (TE)

ED 310 342 CG 021 918

Morris, Barbra; And Others
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment.
Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.
PUB DATE- 85
NOTE- 24p.
AVAILABLE FROM- Programs for Educational Opportunity, University of Michigan, School of Education, Room 1400, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Prevention; *Responses; *School Policy; Secondary Education; Secondary School Students; *Sexual Harassment

Targeted to secondary school students, this booklet discusses sexual harassment. The booklet opens with a vignette about a teenage girl who is harassed by a fellow student and several shorter vignettes describing various types of sexual harassment. Sexual harassment is defined, and nine forms of harassment are listed. The right to a life and an education free from sexual harassment is discused. Methods of dealing with the harassment are discussed, focusing on available choices and questions to ask oneself when deciding what to do. Five vignettes of students with sexual harassment problems are presented for students to suggest appropriate responses. Recommendations for helping victims of harassment are presented. For bystanders, it is recommended that they say they do not think harassment is funny, tell the offender to stop, and walk away. For friends, it is recommended that they be supportive and help the friend document the harassment incidents. For schools, it is recommended that they have policies against sexual harassment and appoint someone to counsel students with harassment problems. The earlier vignette about the high school girl who is being harassed is continued with the girl's response. The booklet concludes with a checklist for students to determine if a school is prepared to handle sexual harassment problems. (ABL)

ED 310 463 CS 506 798

Harris-Wheeker, Sally A.
The "Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
PUB DATE- 1 Apr 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Audience Awareness; Audience Response; *Drug Legislation; *Food Standards; Journalism History; Media Research; *Periodicals; *Persuasive Discourse; Pharmacy
IDENTIFIERS- *Ladies Home Journal; *Patent Medicines

This paper discusses how "The Ladies' Home Journal" was used by its editor, Edward Bok, in his crusade for food and drug regulation in the United States between the years 1890 and 1906, and whether these efforts were influential in bringing about the Pure Food and Drug Act of 1906. The first section describes "The Ladies' Home Journal's" crusade against the patent medicine industry--the magazine banned the industry's advertising and published a series of articles exposing the dangers of the products and the unethical sales practices employed by the manufacturers of these products. The following section examines the effectiveness of "The Journal's" campaign, finding that its primary contributions were: (1) the precedent set by its advertising ban; (2) its efforts against "Mrs. Winslow's Soothing Syrup" label, causing a more informative label and eventually leading to the elimination of morphine as an ingredient; (3) the creation of awareness in its readers, and encouragement to take action; and (4) its contribution to President Theodore Roosevelt's awareness of the issue. The third section examines other influences in the food and drug regulation campaign, arguing that it was the efforts of "The Ladies' Home Journal," combined with a plurality of other efforts, which eventually brought about the much-sought-after legislation. One hundred and two notes are included. (SR)

ED 310 478   CS 506 829

Berkowitz, Dan
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Media Research; *Naturalistic Observation; News Media; Personal Narratives; *Qualitative Research; *Research Methodology; Television

Drawing on 2 months of intensive research in a network-affiliate newsroom, this paper describes how the researcher coped with studying newswork by qualitative and quantitative methods within a naturalistic paradigm and addresses methodological issues facing the naturalistic researcher. The paper discusses the following five methodological issues: (1) entree; (2) the role of the researcher; (3) data collection; (4) reliability assessment; and (5) incorporating the unexpected. The paper concludes that although the degree of certainty was not quite the same with the naturalistic approach as with purely quantitative measures, the naturalistic approach brought a greater depth of understanding than prestructured positivistic research typically would have developed. (RS)

ED 310 493 EA 021 125

Improving the Preparation of School Administrators: An Agenda for Reform.

National Policy Board for Educational Administration, Charlottesville, VA.

PUB DATE- May 89
NOTE- 33p.
AVAILABLE FROM- Publications, National Policy Board for Educational Administration, Ruffner Hall, University of Virginia, Charlottesville, VA 22903 ($6.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Change Strategies; *Educational Administration; *Educational Change; Educational Quality; Elementary Secondary Education; Higher Education; *Management Development; Policy Formation; Program Implementation; *School Administration

The National Policy Board for Educational Administration (NPBEA) recommends a nine-item agenda for reform of the preparation of educational administrators. The agenda addresses reform issues in the areas of people, programs, and assessment. In addition to describing the agenda, this document: (1) depicts the problems to which the agenda is addressed; (2) explicates the meaning of each agenda item; and (3) raises some of the issues that need to be confronted in planning for implementation of the recommendations. Appended is a description of the NPBEA and an order form for additional copies of this publication. (3 references) (SI)

ED 310 508 EA 021 227

Barrett, Thomas C.
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Metropolitan Life Foundation.
REPORT NO.- ISBN-0-87652-142-1
PUB DATE- 89
NOTE- 32p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00254-4; $2.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; *Emotional Problems; Peer Counseling; *Prevention; Secondary Education; *Self Destructive Behavior; *Suicide

Designed as a guide for the prevention of suicide and other self-destructive behavior, this booklet is divided into two main sections. Outlining the problem of suicide in the nation, the first section contains an introduction to the topic of suicide with statistical information, then eight segments deal with such subjects as facing the reality of suicide in our society, common myths and facts about suicide, motives, a suicidal personality profile, and suicidal indicators. The second section, detailing the methods for tackling the problem of suicide, includes guidelines for schools, a note on confidentiality, student learning and the curriculum, peer counseling, tips for parents as partners, creating crisis intervention teams, networking with the community, basic intervention strategies, steps in the event of a tragedy, youth help model programs, and a listing of six sources of mental health and suicide information centers. The bibliography contains 22 references. (KM)

ED 310 523 EA 021 244

Saville, Anthony; Hill, Jonathan
The Exit Interview: A Generic Model.
PUB DATE- Sep 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Employment Practices; Personnel Management; *Personnel Policy; Teacher Administrator Relationship; Teacher Dismissal
IDENTIFIERS- *Exit Interviews

By providing more accurate and complete data, a personal exit interview is superior to an exit questionnaire; however, separation interviews in the field of education are not common. To optimize the benefits of an exit interview for both the district and the departing employee, a formal, oral interview should be scheduled within the last 4 weeks of employment. Key areas to cover in this meeting include (1) the reason for separation; (2) the positive aspects of the job; (3) the employees' feelings about their supervision; (4) adequacy of salary, benefits, and working conditions; (5) employee complaints or suggestions; (6) the possible existence of unresolved problems; and (7) separation formalities/information. Based on an analysis of exit literature and interview instruments, this document provides a generic model for a separation program that includes a list of items for inclusion in an exit interview. (KM)

ED 310 538 EA 021 262

Chambers, Jay G.; And Others
The RCM as a Decision Making Process.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 133p.; Some pages may not reproduce well due to faint and broken print.
GRANT- FY85-NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Cost Effectiveness; Elementary Secondary Education; Expenditures; *Long Range Planning; *Program Costs; *Program Effectiveness; Program Implementation; *Resource Allocation; Student Needs
IDENTIFIERS- *Strategic Planning

In most educational literature, the subject of costs has been isolated from curriculum, personnel, and program effectiveness. A dichotomy has existed between fiscal and curricular decision-making. The Resource Cost Model (RCM) was designed to help policymakers measure to what extent differences in the costs of educational services are attributable to price variations in comparable resources, students' programmatic needs, and the scale of school and district operations. The model has proved helpful at the national, state, and local levels. Although RCM was originally conceived as a purely technical model, it has great potential for bringing educators, resource management staff, and educational policymakers together to consider the most effective allocation of available resources. This report summarizes discoveries about cost models for education over the last 5 years, focusing on processes and procedures. Specifically, the report discusses applications of the RCM at all administrative levels and compares and contrasts the nature of these applications. Also explored are differences in goals, implementation processes, and linkages between applications at different levels. The report also describes how the RCM fits into the broader context of strategic planning and introduces a prototype RCM database that may be used to expedite implementation processes. The RCM process succeeds by forcing competing and complementary program needs and interests to be considered in relation to one another. The document includes 64 references and 8 tables. A sample strategic planning program plan is appended. (MLH)

ED 310 553 EA 021 293

Burnett, I. Emett, Jr.
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Catholic Educators; *Catholic Schools; *College School Cooperation; Elementary Secondary Education; Higher Education; *Principals; Supervisor Qualifications
IDENTIFIERS- *Xavier University of Louisiana

In 1987, the Graduate School Center for Excellence in School Administration, at Xavier University of Louisiana, initated a program to stimulate interest in the Catholic school principalship and to enhance professional development among practicing school-site Catholic administrators. The curriculum, staff, and regular admission requirements are controlled by the graduate school, under the agreement that no student is to be admitted who is not currently employed in the schools of the Archdiocese and who has not been recommended by the Archdiocesan superintendent. The academic program consists of four 3-semester-hour graduate courses, three of which are already integral parts of the current master's program. Based upon student and departmental feedback, the program was restructured for the summer session of 1988. The program currently: (1) does not maintain a separate spiritual cohort group of classes; (2) requires a grade point average of 3.5 and a comprehensive exit exam for certification; (3) conducts special spiritual seminars; and (4) can be completed within 3 years of enrollment. A variety of transferable applications have arisen from the experience of this program. The future of American society depends upon the reformation of the American school system through university and school collaboration. (7 references) (KM)

ED 310 567 EC 220 771

Troolin, Barbara L.; House, James
Transition in Minnesota.
PUB DATE- 88
NOTE- 10p.; In: Baine, David, Ed.; And Others. Alternative Futures for the Education of Students with Severe Disabilities (Edmonton, Canada, May 6-8, 1987). For proceedings, see EC 220 763; for other selected papers, see ED 220 764-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Employment Potential; Followup Studies; Graduate Surveys; *Needs Assessment; Parent Attitudes; Secondary Education; *Severe Disabilities; State Programs; *Transitional Programs
IDENTIFIERS- *Minnesota

This paper reviews problems and recommendations related to the transition of youth from school to work following special education programs in Minnesota. The results of several state-wide studies are reported. The studies include: (1) a review of the employment status of former special education students, (2) a survey of needs, (3) a study of the barriers to effective transition, and (4) a survey of parents. Results from the studies are presented in terms of answers to the following questions: (1) how do our graduates fare in the community? (nine percent of former students with moderate/severe handicaps have full-time, paid employment and another 32% have part-time employment); (2) how well do we prepare students and provide assistance to families? (professionals and parents felt that, overall, current assessment and instructional practices were only moderately helpful in planning for post-school needs); and (3) what are the barriers to effective transition planning and coordination? (participants lacked sufficient knowledge about methods of developing systematic goals and objectives for students.) Twenty recommendations are grouped into the categories of: planning for individuals, transition and families, community planning and interagency cooperation, and state-wide planning. The paper also describes efforts of Minnesota to improve transition services, including establishment of an Interagency Office of Transition Services. (Author/DB)

ED 310 240 CE 053 039

Bennefield, Robert L.; McNeil, John M.
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jul 89
NOTE- 105p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Blacks; *Disabilities; Employment Statistics; Females; *Labor Force Nonparticipants; Males; Salary Wage Differentials; *Unemployment
IDENTIFIERS- *Current Population Survey

This document examines 8-year trends in the labor force status and other characteristics (including age and years of school completed) of persons with a work force disability, using March supplements to the U.S. Census Bureau's Current Population Survey (CPS). (Disabled persons are considered to be individuals 16 to 64 years old with a disability that prevents them from working or that limits the kind or amount of work they can do.) The CPS data are collected by interviewers who ask questions about each household member 14 years or older in every sample household. The number of housing units eligible for interviewing in the sample ranged from 65,500 in 1980 and 1981 to 57,000 in 1988. Among the findings are the following: (1) the poor were more likely to be disabled workers compared to those with a more comfortable income level; (2) Blacks were more likely to have a work disability than Whites or Hispanics; (3) the incidence of work disabilities is significantly higher among males 55 to 64 than among males 25 to 34, among people who have less than an eighth-grade education than among high school or college graduates, and among persons who live in poverty; (4) disabled males were unemployed at a rate of 14 percent over the 1983 to 1988 period, and men without disabilities were unemployed at a 6 percent rate; and (5) in 1988, 14 percent of women with disabilities were unemployed, compared to 5 percent of women who were not disabled; and (6) the unemployment rate for men with and without disabilities peaked in 1983. The document contains detailed data tables and copies of the questionnaire. (CML)

ED 310 283 CE 053 104

Cupples, Michael Wayne; Tamburello, Gaspare B.

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.

PUB DATE- Aug 89
NOTE- 50p.; Practicum paper, Nova University.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Critical Thinking; *Educational Improvement; Functional Literacy; Human Capital; *Labor Force Development; *Relevance (Education); Technical Education; *Technological Advancement; *Technological Literacy; *Training; Vocational Education
IDENTIFIERS- *Workplace Literacy

Significant concepts and emerging implications of technology, development of human capital, and visionary leadership can be applied to the design of vocational, technical, and occupational education to enable such education to meet the needs of today's information and service society. People without functional skills will be the technology illiterates of the future and will be at a serious disadvantage in the workplace. They will be the new have-nots. As the information knowledge base rapidly expands, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation. The responsibility of dealing with these educational issues appears to be shifting to industry and the military, from civilian education, in the form of human capital development. Development of human capital provides the link between people achieving personal and career goals and organizations realizing enhanced productivity. Educators must abandon lock-step, competency-based curriculum and devise instructional strategies of higher order critical thinking skills. Education for sustaining an acceptable level of functional literacy will be an integral part of lifelong learning, and part of each worker's day will be devoted to training. Individualized education plans will link identified learning needs with applicable learning resources through online learning systems and networks. Appendices contain a listing of significant concerns, a schedule of presentations at the 1989 Summer Institute, and a second listing (and analysis) of concerns. (72 references) (CML)

ED 310 312 CG 021 888

Gregory-Bills, Therese

A Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.

PUB DATE- Apr 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adults; Client Characteristics (Human Services); Counseling; *Family (Sociological Unit); *Family Relationship; *Incest; Parent Child Relationship; Patients; *Sexual Abuse
IDENTIFIERS- *Dysfunctional Behavior

Many recent studies have investigated the persisting negative impact of childhood and adolescent sexual victimization on later adult psychological functioning and adjustment. This study assessed psychopathology in a clinical sample of 30 women with histories of intra-familial sexual victimization, 22 women with histories of extra-familial sexual victimization, and 30 women with no victimization experiences, using the Diagnostic Inventory of Personality and Symptoms (DIPS.) The study examined whether the relative/non-relative issue was significant to the impact of sexual victimization experiences. All sexually victimized individuals in the sample had scores significantly different from individuals with no sexual victimization histories on the Affective Depressed, Dissociative Disorder, and Neurotic Character Scales. Based on the primary Axis I diagnosis obtained from DIPS, the clinical sample of individuals with incest and sexual abuse histories were indistinguishable pathologically from each other, though distinguishable from those in the sample with no histories of sexual victimization. This finding suggests that the relative/non-relative issue is irrelevant to the impact of sexual victimization experiences. Both pathological family dynamics and similar victimization experiences are in a large part responsible for the similarities found in this sample. (Author/ABL)

ED 310 387 CS 211 983

Paraschos, Manny
Constitutional Provisions on the Press: A World View.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Censorship; Comparative Analysis; Constitutional History; Discourse Analysis; *Foreign Countries; *Freedom of Speech; Mass Media; News Media
IDENTIFIERS- *Constitutions; Global Studies; *Press Law

A study examined the legal treatment of the press in constitutions or other basic legal institutional documents from around the world. Sixty-three constitutions or basic documents from the Western World, the Communist Bloc, the Middle East, Africa, Southeast Asia, and Latin America were analyzed. Analysis revealed that most constitutions open with a freedom-guaranteeing clause and proceed (with great diversity in length, language, and priorities) to define the exceptions to that freedom. Findings suggest that it is not the length or the eloquence of the provision but the spirit behind its enforcement that measures a nation's dedication to the human right of freedom of expression. (Thirteen endnotes are attached.) (Author/RS)

ED 310 432 CS 506 698

Pincus, J. David; And Others
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; *Conflict; *Interprofessional Relationship; Professional Services; *Public Relations
IDENTIFIERS- California (South); *Client Relations; Coorientation; Professional Concerns

To examine why public relations agency-client relationships frequently break down, a study investigated the sources of conflict between 25 southern California public relations agencies and their clients by having 30 agent/client pairs complete questionnaires. Of the 25 agencies, 12 agreed to participate; the 30 pairs were obtained because some agencies produced information on more than one of their clients. Coorientation analysis compared agencies' and clients' views on the steps in the public relations programming process. Results revealed that the issues of severest conflict were: (1) targeted audiences; (2) implementation; and (3) cost; and that agencies were more accurate in their reading of client perceptions of conflict points than were clients in their reading of agency perceptions. (One table of data and 58 notes are included.) (SR)

ED 310 448 CS 506 763

Warden, Michael L.
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Confidentiality; *Court Litigation; *Disclosure; Federal Government; *Freedom of Information; National Security
IDENTIFIERS- Central Intelligence Agency; *Executive Order 12356; Freedom of Information Act; *Mosaic Theory of Confidentiality; Reagan Administration; Supreme Court

Two recent judicial and governmental developments appear to tip the scales in favor of the confidentiality of intelligence sources and methods at the expense of any "right of access" to government information. The implementation of the Reagan Administration's Executive Order governing the classification of national security information and the Supreme Court's decision in "CIA vs. Sims" are likely to have a significant impact on the amount of information that can be made available to the public under the Freedom of Information Act. The trend toward more secrecy represents the evolution of a nondisclosure philosophy within the Executive branch--a philosophy now sanctioned by the Supreme Court--that contravenes the prodisclosure intent of the Freedom of Information Act. This philosophy has been advanced through application by both the Executive and the Judiciary of a "mosaic" theory of confidentiality (in which individually insignificant pieces of information can be fitted together into a "mosaic" warranting confidentiality) as justification for withholding information. (One hundred and two footnotes are included.) (RS)

ED 310 582 EC 220 786

Program Evaluation Report: Gifted/Talented Education.
Texas Education Agency, Austin.
REPORT NO.- TEA-RE9-726-02
PUB DATE- Sep 88
NOTE- 117p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Profiles; *Program Development; Program Evaluation; State Programs; *Talent
IDENTIFIERS- *Texas

Texas' eighth annual evaluation of state-approved gifted/talented programs consists of four components: (1) an evaluation of operational programs; (2) a case study of high school gifted/talented programs; (3) an evaluation of developmental programs; and (4) a survey of districts without state-approved gifted/talented programs. The evaluation of operational programs focuses on student identification, enrollment, program organization, curriculum, and staff development. The case study of high school programs examines the interrelationships among a number of school, program, and student variables in relation to students' scores on standardized tests. The case study covers district demographics, student characteristics, organizational patterns, areas of program emphasis and class size, number of hours spent doing homework and number of semesters completed in four subjects, number of honors and Advanced Placement Courses, students' participation in extracurricular activities, students' perceptions, and teaching skills used in the gifted/talented program. The developmental component evaluates programs being initiated but not yet operational, detailing program development, enrollment, program organization, and teacher and administrator training. The fourth component identifies reasons why the districts without gifted/talented programs have not applied for state funding. Short sections on special projects, methodology, and a review of the literature are also included, as are 27 tables and 5 appendixes containing supplementary statistical analyses. (PB)

ED 310 638 FL 018 148

Berney, Tomi D.; Velazquez, Clara
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 89
NOTE- 34p.; For related document, see ED 298 775.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Career Awareness; Counseling Services; English (Second Language); High Schools; *Hispanic Americans; *Job Skills; *Limited English Speaking; Native Language Instruction; Parent Participation;

Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish; Staff Development; Tutorial Programs; Typewriting; *Vocational Education; Word Processing
IDENTIFIERS- Content Area Teaching; *Project CABES; Seward Park High School NY

This report evaluates Project CABES (Career Advancement through Bilingual Education Skills) during its second year of extension of a federal funding cycle at New York's Seward Park High School. The major goal of Project CABES was to provide career advancement skills to 250 Hispanic 9th- through 12-grade students of limited English proficiency interested in a career-oriented rather than academic curriculum. Courses included typing, employability skills, word processing, and bilingual career workshops. The project also provided bilingual content area, English as a Second Language (ESL), and native language arts (NLA) courses. The program achieved its proposed objectives in ESL, typing, the first job skills course, and word processing. Objectives were not met in the second job skills course or the NLA course, and they were met in only one content area course. The attendance and some staff development objectives were met, but the parental involvement objective could not be assessed. Content area class performance dropped from the previous year. Program strengths include a successful career advancement program, high level of staff development activity, and efforts to improve parental and student attendance. Recommendations for program improvement include allocation of a larger office space, computer repairs and service contract, and publicity of the content of the computer mathematics course. (Author/MSE)

ED 310 639 FL 018 149

Berney, Tomi D.; Plotkin, Donna

Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.

PUB DATE- Jun 89
NOTE- 39p.; For related document, see ED 298 777.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Basic Skills; *Bilingual Education Programs; *Computer Literacy; *English (Second Language); *Enrichment Activities; Federal Aid; French; Haitian Creole; Haitians; High Schools; *Individualized Instruction; Language Proficiency; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish Speaking; Technology; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; *Project COM TECH

The Bilingual Computer and Technology Oriented Program (COM-TECH) completed the final year of a 3-year funding cycle. The project's primary goal was to provide bilingual individualized instruction, using an enrichment approach, to Spanish- and Haitian Creole/French-speaking students of varying levels of native and English second-language (ESL) proficiency and academic preparation. In two high schools, 237 Spanish-speaking and 106 Haitian Creole/French-speaking students were served. A bilingual resource and computer center was provided at each school, offering computer instruction, tutoring, career advisement, counseling, and help preparing for exams. The centers also sponsored career- and culture-related trips and acted as exhibition centers for Haitian and Hispanic cultural materials and classwork on career skills and computer literacy. An innovative aspect of the program was a basic skills class for parents. The project met its ESL and attendance objectives, but did not meet the content area objective. Recommendations for program improvement include freeing resource specialists from teaching responsibilities, coordination and exchange of ideas among staff of different schools, removal of latches in one computer/resource center, hiring additional counseling staff, testing students for French language skills, and providing basic French language instruction when needed. (Author/MSE)

ED 310 654 HE 022 714

Ewell, Peter T.
Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 85
NOTE- 34p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Admission; Dropouts; *Enrollment; Enrollment Trends; Higher Education; *Institutional Research; *Models; *School Holding Power; Student Characteristics; Student Mobility; *Student Recruitment
IDENTIFIERS- *Enrollment Management

Enrollment management attempts to coordinate and monitor the programs and policies that influence college enrollment. A model is proposed that is designed to guide a comprehensive research framework that will inform enrollment management decisionmaking by including both student recruitment and retention as contributors to a common database. The design requirements for such a research program are discussed, the modeling of longitudinal student flow is illustrated, and the determination of enrollment structure is described. Examples of cases that illustrate the model are given. Several broad guidelines for using the model are also given: (1) look at the "big picture"--develop an appropriate enrollment model; (2) a partially estimated model is better than none; (3) disaggregate enrollment until distinct behavioral patterns emerge; (4) review the results of past research; (5) construct a prioritized agenda for future research; and (6) revisit the model continuously and check the validity of its assumptions. Contains 19 references. (KM)

ED 310 668 HE 022 772

Wechsler, Harold, Ed.
Higher Education Advocate. Volume V, Number 1-13.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 56p.; For related documents, see HE 022 771.
AVAILABLE FROM- National Education Association, 1201 16th St., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Freedom; *Advocacy; Educational Assessment; *Higher Education; *National Programs; Organizational Effectiveness; *Organizational Objectives; Planning; Politics; *Public Policy; Social Action
IDENTIFIERS- *National Education Association; Texas

Thirteen issues of the National Education Association (NEA) newsletter highlight the following: (1) Bork, Supreme Court nomination and NEA affiliate win on pay bias suit; (2) NEA presidential endorsements; (3) TIAA-CREF (Teachers Insurance and Annuity Association and College Retirement Equities Fund) response to critics held inadequate; (4) NEA challenge of Bennett's interference with accreditation, and saving minds; (5) Bell memoir detailing right-wing attacks on Department of Education; (6) the 1988 federal budget: higher education aid increases, and NEA and the community colleges; (7) Cisneros keynoting NEA higher education conference, and equity for Texas higher education; (8) freedom of information: in jeopardy, and academic freedom; (9) NEA part-time faculty report issued at higher education meeting, and part-time faculty; (10) Congress passing NEA-supported Civil Rights Restoration Act; (11) NEA higher education panel on sexual harassment; (12) NEA-backed coalition gains TIAA-CREF transfer rights, and Vermont issues and (13) learning labs plan highlights 1988 NEA Representative Assembly (RA), and RA elects at-large director. (SM)

ED 310 682 HE 022 787

Abe, Yoshiya, Ed.
Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
SPONS. AGENCY- Hiroshima Univ. (Japan). Research Inst. for Higher Education.
PUB DATE- Mar 89
NOTE- 93p.
AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Higashi Senda-Machi, Naka-ku, Hiroshima 730, Japan.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Access to Education; Administration; *Change; College Graduates; Community Colleges; *Educational Development; Educational Finance; Education Work Relationship; Enrollment Trends; Foreign Countries; *Nontraditional Education; *Postsecondary Education; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Japan

Papers are presented which offer a detailed perspective of the changing state of institutions in the non-university sector in Japan. They are the product of three research projects. The projects were: a group study on the short-cycle higher education; a United States-Japan cooperative study on education; and from the Organization for Economic Co-operation and Development/Centre for Educational Research and Innovation a project on alternatives to university education. Nine papers are as follows: (1) "Introduction: The Present Status of Higher Education" (R. Kuroha and K. Kitamura); (2) "Quantitative Transitions in the Postsecondary Education System" (M. Iwanaga); (3) "The Structure of the Postsecondary Education System" (K. Kitamura); (4) "The Content of Education in the Non-University Sector" (A. Tachi); (5) "Organizational Patterns of Various Institutions in the Non-University Sector (A.Tachi); (6) "Finance and Administration in the Non-University Sector" (M. Iwanaga); (7) "The Employment of Graduates from Non-University Sector Institutions" (A. De); (8) "Socio-Economic Role of the Non-University Sector" (I. Amano); and (9) "Summary and Prospects" (Y. Abe). (SM)

ED 310 696 HE 022 803

Grassini, Norma; Benz, Linda

Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.

Southern Illinois Univ., Carbondale.

PUB DATE- 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Information; *Annotated Bibliographies; Corporate Support; *Economic Development; Higher Education; Human Resources; Industry; *Innovation; Research and Development; *School Business Relationship; Technological Advancement

Academic/industrial relationships are examined from the viewpoint of economic development and development through technological innovation. The annotated bibliography consists of four sections: general overview of higher education and industry linkages (linkages between higher education and industry regarding research and development, human resource, and entrepreneurial relationships); research and development relationships (relationships between higher education and industry); human resources relationships (training partnerships between higher education and industry); and entrepreneurial relationships (activities that higher education undertakes to assist industry in technological change). (SM)

ED 310 710 HE 022 851

Kleinert, Dean; Costello, Libby
Proposal Development Handbook.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Oct 87
NOTE- 10p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($4.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Finance; Financial Support; Government Role; *Grants; Grantsmanship; Guides; Higher Education; *Philanthropic Foundations; Program Proposals; *Proposal Writing

A handbook explaining the conditions under which government agencies and foundations make grants is presented, outlining a process for organizing such efforts to obtain support. The rationale for grant making is discussed. Steps in proposal development are: putting the idea into a project format by developing a project outline (statement of need or problem to be addressed, goals and objectives, plan of action, project design, or methodology, budget and personnel requirements, and title) and reassessing one's position; identifying potential sponsors; ascertaining sponsor interest (noting program purpose, stated program priorities, recipient eligibility requirements, type of activities eligible for funding, particular funding mechanism used, level of competition, availability of application forms or proposal guidelines, application deadlines and review cycles, and giving history); and preparing a full proposal (narrative, evaluation, budget, abstract, and appendices). Four helpful suggestions are: be creative in examining the applications of one's work; become thoroughly familiar with the agencies that are apt to support the work; review other work supported by potential sponsors; and explore the possibility of establishing relationships other than that of grantor-grantee. A bibliography offers information under the headings of announcements of government grant and contract opportunities, resources for identifying potential sponsors, and proposal development. (SM)

ED 310 739 IR 013 933

Coldevin, Gary; Naidu, Som
In-Service Teacher Education at a Distance: Trends in Third World Development.

PUB DATE- Feb 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Communications Satellites; Correspondence Study; *Developing Nations; *Distance Education; Educational Radio; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Teacher Qualifications; *Teacher Shortage
IDENTIFIERS- Kenya; University of the South Pacific (Fiji); University of the West Indies

The majority of developing countries are experiencing increasing pressure on already taxed education resources. Contributing factors include spiralling population growth, government policies to achieve universal primary education, attempts to reduce high teacher-pupil ratios, and the shortage of professionally trained and/or academically qualified teachers. Strategies that have been adopted to remedy teacher shortages include the use of: (1) double shifts with increasing teacher-pupil ratios; (2) expatriate teachers; (3) increasing female participation; (4) home- or community-based school equivalency programs; (5) in-school equivalency programs; (6) school broadcasts; and (7) inservice teacher education through distance teaching. The University of Nairobi (Kenya) currently provides correspondence courses which include radio broadcasts and face-to-face teaching during occasional residential sessions. The University of the South Pacific has Extension Centers in 10 of the 11 participating countries which are linked to the main campus in Suva (Fiji) through satellite audio-teleconferencing. The University of the West Indies also uses satellite teleconferencing to offer courses for the 14 English-speaking Caribbean islands. Three main campuses are located in Jamaica, Trinidad, and Barbados; and University Centers are maintained in each of the 11 other countries. Carefully designed and implemented distance education programs can provide effective parallel systems to traditional training patterns, and are likely to remain a continuing solution well into the future. (19 references) (BBM)

Giltrow, David
Distance Education.
Association for Educational Communications and Technology, Washington, D.C.
PUB DATE- Jan 89
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Administrators; *Cost Effectiveness; *Distance Education; Educational Planning; Educational Television; Efficiency; Elementary Secondary Education; Information Technology; Instructional Development; Legal Problems; *Management Systems; *Personnel Needs; *Policy; Postsecondary Education; Research and Development; State of the Art Reviews
IDENTIFIERS- Association for Educational Communications Tech; Educational Technologists; *Mid State Educational Telecommunication Coop MN; *National Technological University; *Open Learning Institute BC

Designed to provide instructional technologists, policy makers, and administrators with an overview of the basic principles of distance education, this booklet comprises eight chapters: (1) Introduction; (2) A Selective History; (3) Components of Distance Education Systems; (4) Organizational Options; (5) Instructional Technologists and Staffing for Distance Education; (6) Economics of Distance Education; (7) Distance Education at Home and Abroad (describing selected examples of distance education projects); and (8) Present Issues in Distance Education (including political, legal, and regulatory problems; research and development; new applications; and organization and leadership). A list of abbreviations and acronyms, a bibliography containing 21 references, and a list of general references to centers of activity in distance education are provided. (GL)

ED 310 767 IR 014 252

Linking for Learning: A New Course for Education. OTA Report Brief.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Nov 89
NOTE- 3p.; For related documents, see IR 014 250-251.
AVAILABLE FROM- Office of Technology Assessment, U.S. Congress, Washington, DC 20510-8025.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Computer Assisted Instruction; *Distance Education; Educational Innovation; *Educational Planning; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Regulation; Higher Education; Instructional Effectiveness; State Action; State Surveys; Teacher Education; Teacher Role; Technology Transfer; *Telecommunications
IDENTIFIERS- *Office of Technology Assessment

The Office of Technology Assessment (OTA) of the U.S. Congress was asked to analyze various technological options for distance education, examine current developments, and identify how Federal, State, and local policies could encourage more efficient and effective use of technology in education. Findings of the study, which are summarized in this OTA Report Brief, include: (1) use of distance education in elementary and secondary education has increased dramatically over the past 5 years, but many students and teachers still do not have access to needed but distant experts and information; (2) rapid advances in technology are creating distance learning systems that are powerful, flexible, and increasingly affordable, but no one technology works for every application; (3) in most instances, distance learning appears to be as effective as face-to-face instruction in the classroom; (4) while reaching a small number of teachers today, distance learning will greatly affect the teaching force of tomorrow, requiring further training and institutional support; (5) state education agencies are both gatekeepers and catalysts for distance education; (6) federal and state regulations guiding the development of telecommunications infrastructure and services significantly affect distance education; and (7) federal funding for distance education has been important but modest. Four factors that will most affect the future of distance education are telecommunications policy; research, evaluation, and dissemination; support for teachers; and expansion of the infrastructure. (GL)

ED 310 780 IR 052 853

Vaughn, B. J.; Eisenberg, Michael B.
Access Points to ERIC: An Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-10-11-12
PUB DATE- Dec 88
NOTE- 7p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Clearinghouses; *Databases; Indexes; Information Systems; Online Systems; Optical Data Disks; Reference Services
IDENTIFIERS- *ERIC; ERIC Digests

This digest describes the traditional, new, and emerging points of access to the ERIC system: (1) traditional print access; (2) online access through commercial vendors; (3) CD-ROM; and (4) ERIC Digests Online. Also described are services offered by the ERIC Clearinghouse on Information Resources (ERIC/IR) that provide access to the system--ERIC MICROsearch, the ERIC/IR Electronic Bulletin Board, and local mainframe access at Syracuse University using the PRISM interface. A list of sources and prices for ERIC publications, a directory of vendors, a comparison of CD-ROM systems, a sample PRISM search, and a directory of online access services are included. (MES)

ED 310 794 IR 052 883

Kuhlwein, Wolfgang
A Socio-Semiotic Way of Looking at Cross-Cultural Lexicology.
PUB DATE- 88
NOTE- 11p.; An earlier version of this approach was delivered at the World Congress of the International Association of Applied Linguistics (8th, Sydney, Australia, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; *Lexicology; Methods; *Semiotics

The first section of this paper outlines the aims of the socio-semiotic way of looking at cross-cultural lexicology, including its ability to affect research methodology, objects, and goals, and argues that it is in accordance with an integral concept of linguistics. In the second section, the socio-semiotic approach is contrasted with the system-oriented, knowledge-oriented, and behavior-oriented views of lexicology. The final section provides macroscopic results, microscopic results, and cross-language comparison to illustrate what cross-cultural lexicology can do under socio-semiotic auspices. (18 references) (MES)

ED 310 807 JC 890 413

Nussbaum, Harvey; And Others
A Market Strategy Plan For Wayne County Community College. Volume 1.
SPONS. AGENCY- Wayne County Community Coll., Detroit, Mich.
PUB DATE- Nov 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Community Colleges; Delphi Technique; Educational Environment; *Institutional Advancement; *Institutional Evaluation; *Marketing; *Program Design; Tables (Data); Two Year Colleges
IDENTIFIERS- *Wayne County Community College MI

In response to a changing environment characterized by economic uncertainty, a declining population, heavy competition, and rising costs, Wayne County Community College (WCCC) developed a market strategy plan to more effectively position and publicize the college. The three main objectives of the plan were to identify WCCC's market segment, outline WCCC's role as an educational provider, determine any future changes in that role, and assess potential students' educational needs. The development of the strategy included analyses of external conditions (i.e., employment trends, competition from other institutions, and perceptions of WCCC), internal strengths and weaknesses, and responses from surveys of students, alumni, and potential students. Part I of the resulting plan consists of a situational analysis, examining the educational demand in the college's service region, WCCC's competition, and trends in the social, political, economic, and technological environment. Part II of the plan identifies external problems and opportunities and internal strengths and weaknesses. Finally, part III outlines the marketing strategy itself. Three strategies are described: a "credibility strategy," aimed at building WCCC's credibility level with the public; a "repositioning strategy," designed to find the most efficient means of allocating resources to meet the needs of both the local job market and the college; and a "demand strategy," intended to increase the overall demand for higher education services among untapped markets and to increase WCCC's share of the community college market. Numerous tables are included. (JMC)

ED 310 819 JC 890 427

Grosset, Jane
A Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
Philadelphia Community Coll., PA. Office of Institutional Research.
PUB DATE- Jan 89
NOTE- 44p.; For a related document, see JC 890 426.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Research; *Evaluation Methods; Institutional Evaluation; *Institutional Research; Literature Reviews; School Holding Power; *Student Attrition; Student College Relationship; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Tinto Theory

This paper describes the conceptual model of retention used as the framework for research on institutional effectiveness at the Community College of Philadelphia (CCP). First, an overview of the literature on student attrition is presented, followed by a specific review of research based on Tinto's model of student attrition. This model maintains that the two primary factors related to student withdrawal are the personal characteristics of the student and the nature of the student's interaction with the college. The review indicates, however, that inconsistencies exist in the correlation of these two factors to student persistence. Next, Tinto's model is applied to recent research findings at CCP to determine its appropriateness as a guide for developing strategies to increase student retention. Specifically, general retention patterns at the college are compared to student characteristics, revealing the following: (1) in general, 6% of the White students were likely to graduate in two years, compared to 2.2% of the Black students, 1.5% of the Asian students, and 1.4% of the Hispanic students; (2) while students receiving financial aid were more likely to graduate than students receiving no aid, they were also more likely to be dismissed for academic reasons; (3) a close correlation was found between low admissions test scores and student withdrawal; (4) students who attended private high schools generally had higher grade point averages and lower attrition rates than public school graduates; and (5) students who entered CCP at a remedial level and enrolled in remedial programs persevered as well as college-level entrants. Finally, the paper concludes that a correlation does exist between student characteristics, college experience, and persistence in CCP research findings, making Tinto's model an appropriate guideline for institutional assessment efforts. A 55-item bibliography is appended. (BCY)

ED 310 831 JC 890 439

Ratliffe, Sharon A.

Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course.

PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Convention of the Speech Communication Association (San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; English (Second Language); *Evaluation Methods; *Interpersonal Communication; *Peer Evaluation; Program Descriptions; Program Evaluation; Speech Communication; Speech Instruction; *Speech Skills; *Speech Tests; Two Year Colleges
IDENTIFIERS- *Golden West College CA

Golden West College's (GWC's) Interpersonal Communication course was designed to help students develop communication skills, understand the criteria used in selecting the most appropriate way to communicate, implement these choices effectively through verbal and nonverbal means, and evaluate the effectiveness of these choices. Students learn the conceptual basis for seven competency-based skills: initiating and managing a conversation, clarifying perceptions, using descriptive language, expressing emotions, using active listening, responding with relational feedback, and using assertive messages. They practice these skills in class, and then demonstrate their competency in these skills to a peer assessor in the Interpersonal Communication Laboratory. Peer assessors are trained through the laboratory component of a sophomore-level communications/leadership course, and "A" students may apply for a paid position as a peer assessor. The peer assessors are evaluated by their instructors on their ability to create a supportive climate, give behaviorally descriptive feedback, and assist other students in learning any skills they were unable to master. Even though the laboratory is the primary setting for individual skill assessment, skills are also practiced and assessed in the classroom by the instructor, the students' peers, and the students themselves. Since 1983-84, students have also had the opportunity to demonstrate interpersonal communication skills through a course equivalency assessment package that includes an oral examination, a 2-hour written test of textbook content, and oral demonstrations of two of the seven interpersonal communication skills. GWC's program provides a reliable, economically feasible method of assessing communication skills, applicable to English as a Second Language and remedial English courses. (VVC)

ED 310 844 PS 018 027

Levy, Gary D.
When is a Schema not a Schema? The Case of Gender Schema.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Jun 88
NOTE- 21p.; A shorter version of this paper was presented at the Annual Meeting of the Jean Piaget Society (19th, Philadelphia, PA, May 25-28, 1988).
GRANT- NIMH-5T32-MH-15780-09
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; *Definitions; Individual Development; *Schemata (Cognition); *Schematic Studies; Young Children
IDENTIFIERS- Constructs; *Gender Schema Theory; Knowledge Utilization; *Scripts (Knowledge Structures)

Because schemas are often defined imprecisely and intuitively, the term "schema" is often misapplied in research. Consequently, researchers may fail to understand the complete scope of the phenomenon they are studying. Discussions of children's gender schema development and the influence of the gender schema on children's social information processing are adversely affected by such ambiguity. Gender schema approaches contain two primary, interrelated views of schema: (1) a knowledge-based approach predominantly concerned with developmental changes in children's amount and type of gender-based knowledge; and (2) a process-based approach mostly concerned with how, when, and why children's gender-based knowledge and attitudes influence their encoding, retrieval, and storage of gender-relevant information. Research has shown that although children's amount of gender-based knowledge consistently increases through early childhood, older children demonstrate substantial individual differences in their use of the gender dimension to classify and organize social information. It is unclear how the knowledge and application of gender schema are related. But research strongly suggests that gender schema and gender-role development do not constitute a unitary construct. (RH)

ED 310 859 PS 018 251

Huston, Aletha C.
Consequences of Family Change for Children's Development.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Children; Day Care; Employed Parents; *Family Environment; *Fatherless Family; Mothers; One Parent Family; *Poverty; *Sociocultural Patterns; Socioeconomic Influences

This paper discusses the implications of changes in the family environment on child development. Changes identified concern increases in the number and percentage of children who live in poverty, maternal employment in two-parent families, single-parent families, and the number of children in nonparental child care. Characteristics of poverty for children involve duration, race, one-parent families, and rural populations. Low income is associated with many negative outcomes for children, and income loss is an important contributor to problems experienced by mother-only families. The effects of these family variables are mediated and moderated by a range of child, family and environmental characteristics. Boys appear to be more vulnerable than girls to stressful events in the family. The age of the child is an important determinant of effects. Support systems in the extended family and community consistently emerge as important moderators of the negative effects of divorce, maternal employment, and nonparental care. A list of 24 references is included. (RJC)

ED 310 875 PS 018 288

Czarnecki, Donna M.; And Others
Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
PUB DATE- Aug 88
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Perception; Cognitive Development; *Drinking; Followup Studies; *Individual Development; *Mothers; *Perinatal Influences; *Pregnancy; Verbal Development; *Young Children

This study tested the hypothesis that maternal drinking early in pregnancy affects the development of the child's central auditory processing. A follow-up study of 167 children took place 6 years after their mothers participated in a survey concerning health and drinking practices during the early stages of pregnancy. Indications of problem drinking (IPD) reported during early pregnancy were used as a measure of maternal alcohol use. Children were administered the Staggered Spondaic Word (SSW) test of central auditory processing, the Wechsler Preschool and Primary Scale of Intelligence, and the Token Test. Path analyses controlling for sociodemographic characteristics and maternal IQ indicated that IPD were negatively related to left-ear SSW scores, but were not related to right-ear scores. IPD had a significant indirect effect via left-ear SSW scores on Verbal IQ (VIQ) and Token Test scores, but not on Performance IQ. These results suggest that children of mothers who report two or more IPD early in pregnancy are at increased risk for problems in auditory perception, which may lead to the development of learning disabilities and a reduction in overall verbal functioning. (RH)

ED 310 889 RC 016 813

Bennett, Ruth
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
PUB DATE- 87
NOTE- 17p.; In: Gilliland, Hap and Reyhner, Jon. Teaching the Native American. Billings, Montana, 1987. Chapter 18.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Bilingual Education; *Bilingual Instructional Materials; College School Cooperation; *Computer Assisted Instruction; *Computer Software; *Cooperative Learning; Cross Age Teaching; Elementary Secondary Education; Peer Teaching
IDENTIFIERS- Apple Macintosh; California; Hupa; UNIFON Alphabet; Yurok

Computer instruction can offer particular benefits to the Indian child. Computer use emphasizes the visual facets of learning, teaches language based skills needed for higher education and careers, and provides types of instruction proven effective with Indian children, such as private self-testing and cooperative learning. The Hupa, Yurok, Karuk, and Tolowa tribes have found a cooperative learning methodology effective in teaching reading and writing, and have developed a computer curriculum for cooperative learning. These tribes have installed their own phonetic alphabet, Unifon, on the Macintosh computer, and have produced bilingual instructional materials. In one project, part of a bilingual field experience for teacher credential candidates, students in grades 3 through 8 used the computer to produce bilingual natural history dictionaries in Hupa/English and Yurok/English. Working in teams of two or three, students wrote what they knew about particular plants and animals, translated their sentences into English, and designed page layouts. Older children served as role models for younger children, who could feel more comfortable about their contributions, knowing they were making guided choices. The teacher served as supervisor and resource. The Macintosh computer has the unique capacity of installing extra fonts, sets of characters. Any software program with a font menu can be used to write a bilingual text. This paper includes a list of Macintosh software programs, identifying skill areas and educational level for each. 14 references. (SV)

ED 310 903 RC 017 179

Liegeois, Jean-Pierre
Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(87)-36-E
PUB DATE- 88
NOTE- 76p.; Seminar sponsored by the CDCC Teacher Bursaries Scheme.
AVAILABLE FROM- Council of Europe, F-67006 Strasbourg Cedex, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Educational Innovation; Foreign Countries; *International Education; International Organizations; International Programs; *Migrant Education; Professional Education; Seminars
IDENTIFIERS- Europe; *Gypsies

Teachers, teacher trainers, pedagogical counselors, and representatives of teachers associations and ministries from ten Council of Europe member states as well as from two non-member states met to evaluate innovation in the schooling of gypsy and traveller children. Considered were the conditions under which innovation emerges, the forms that it takes, and the fields in which it occurs. The results of innovation and its transferability were discussed. This report contains transcripts of the introductory address and three lectures. Reports of three working groups and a synthesis report are included. Appendices contain diagrams of Netherlands' coordination of teaching gypsy and traveller children, recommendations of a previous seminar, and a list of participants. (ALL)

ED 310 917 SE 050 850

Bridgeman, Alice; And Others

MATH MATCH: A Sourcebook. Fitting the Pieces Together.

Newfoundland and Labrador Dept. of Education.
PUB DATE- Jan 89
NOTE- 220p.
AVAILABLE FROM- Department of Education, Government of Newfoundland and Labrador, P.O. Box 8700, St. John's, Newfoundland A1B 4J6, Canada, Attn: Special Education Services Division, Edie Melvin, Consultant.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Diagnosis; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Learning Problems; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Mathematics Tests; Remedial Instruction; Resource Materials
IDENTIFIERS- Canada

This sourcebook is designed to support the efforts of educators who work with students having learning difficulties in mathematics. As the title suggests, its aim is to effect a good teaching/learning match in order to best meet the individual needs of students. The first chapter, "The Nature of Learning Difficulties in Mathematics," describes factors influencing learning difficulty. The second chapter, "Diagnosis of Students with Special Needs in Mathematics," discusses the diagnostic assessment and collection of diagnostic data. The last chapter, "Instruction for Students with Special Needs in Mathematics," includes topics on translating assessment data to program plans, making curriculum choices, and designing instruction. Forty-six references are listed. Appendices provided are: (1) "Formal Tests"; (2) "Teacher Resource Material"; (3) "Professional Literature"; and (4) "Addresses of Publishers and Distributors." (YP)

ED 310 933 SE 050 879

Geometry. Mathematics Series: Principles, Concepts and Applications.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 235p.; Colored pages may not reproduce well.
AVAILABLE FROM- Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, OK 74074 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geometry; *Learning Modules; Mathematics Curriculum; *Mathematics Materials; Mathematics Skills; *Mathematics Tests; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Oklahoma

This module was designed to allow students to build or increase their level of understanding of geometry. It helps students develop those skills necessary to successfully understand and use basic geometry skills that are necessary for many vocational jobs and that act as a basis for additional understanding. The seven units include: (1) "Geometric Figures"; (2) "Perimeters in Geometry"; (3) "Geometric Areas"; (4) "Circumference and Area of Circles"; (5) "Volume"; (6) "Geometric Angles"; and (7) "Reviewing Geometry." Each unit includes performance objectives; suggested activities; pretests; information, assignment, and job sheets; tests; and answer sheets. (YP)

ED 310 949 SO 019 855

Schwarzwald, Sigrid
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
Inter Nationes, Bonn (West Germany).
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Awareness; *Cultural Exchange; *Developing Nations; Economic Development; Foreign Countries; *Foreign Culture; *Foreign Policy; International Cooperation; International Relations; Latin American Culture; Non Western Civilization; *Preservation
IDENTIFIERS- Africa; Asia; *Cultural Preservation; Historic Sites; Restoration; South America; *West Germany

By participating in the cultivation and preservation of existing cultural assets in developing nations, and by promoting the cultural, literary, and artistic manifestations within those countries, the West German government seeks to establish the essential prerequisites required for a thriving dialogue with those nations, and can aid in their development in a positive manner. Cultural interchange between nations and the mutual respect it engenders are the indispensable elements in building bridges between nations and cultures and laying the foundations upon which political and economic cooperation can thrive. West Germany has aided by providing financial and technical assistance for the following projects: (1) restoration of temple murals at Wat Suthat in Thailand; (2) renovation of the Tanah Lot Temple in Indonesia; (3) urban development of Bhaktapur in Nepal; (4) restoration of pre-Columbian musical instruments in Ecuador; (5) preservation of the San'a Koran manuscripts in the Yemen Arab Republic; (6) restoration of antique objects found in a shipwreck near Mahdia in Tunisia; and (7) the restoration of the royal palaces of Abomey in Benin. West Germany has also participated tales, and the like in the Ivory Coast, Niger, Madagascar, Brazil, and elsewhere. (PPB)

ED 310 964 SO 020 183

Art 7 & 8: Teacher Guide.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; Art Expression; *Color; Junior High Schools; Lesson Plans; *Light; *Motion; *Space; State Curriculum Guides; Student Evaluation
IDENTIFIERS- *New York

The three concept areas defined in this curriculum guide are: (1) space and structure, (2) movement, and (3) color and light. Each concept area contains five objectives that students are expected to meet by the end of the eighth grade. For example, the space and structure concept has as its fifth objective "to recognize that an artist manipulates space and structure through the character of the medium to achieve visual results." Each objective includes a rationale, a problem statement, and a list of alternative approaches. Suggestions are given on how to evaluate and grade students. A sample curriculum unit covers five weeks of instruction, and contains work assignments, teacher and student aims, discussion suggestions, and a lesson planning format. The appendices include: (1) a sequence chart on the relationship of art objectives to instructional time; (2) guidelines for acceleration; (3) a list of picture resources; (4) a progress assessment form; (5) a concept contract and checklist for student presentations; (6) a skills and attitudes assessment form; and (7) guidelines on alternative techniques for students with handicapping conditions. (PPB)

ED 310 978   SO 020 214

Sunal, Cynthia Szymanski; Haas, Mary

Computerized Decision-Making Training Effects on Social Studies Lesson Planning.

PUB DATE- 89

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, Washington, DC, March 28, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Simulation; *Decision Making Skills; Higher Education; *Lesson Plans; *Preservice Teacher Education; Role Playing; Skill Development; Social Studies; Training

While research efforts have determined that decision making is of major importance in lesson planning, there has been little work that systematically explores the effect of training in decision making on lesson planning, particularly in terms of preservice teachers. This study used four computer simulations designed to teach decision making skills in an effort to determine whether students' lesson planning ability would be affected after working through the simulations. Eighty-two students were divided into two groups: those just beginning their teacher education, who had no experience in lesson planning, and those in their senior year of study, who had some experience in lesson planning. Each student was required to write two lesson plans. Half of each group worked through the computer simulations after they wrote the first lesson plan and before they wrote the second. The two lesson plans were then compared for differences. There were nonsignificant differences in the number of characteristics found in the lesson plans of those students who used the computer simulations and those who did not. There were more characteristics in the second lesson plans of the senior students than in those of the novices. Also, those who had successfully followed the decision paths in the computer simulations had more complete lesson plans than those who were unsuccessful. These results suggest that decision making training is best utilized with advanced students. Statistical tables are included. (JB)

ED 310 993 SO 020 238

Sperry, Robert

Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.

PUB DATE- Apr 89
NOTE- 7p.; For related documents, see SO 020 236-237.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Elementary Secondary Education; *Foreign Countries; *Libraries; *Postsecondary Education; *Vocational Education
IDENTIFIERS- *New Caledonia; Pacific Islands

New Caledonia, a French territory (population 153,500) is the only Pacific island with a plurality European population (60,000), mostly French. There are also 17,300 Polynesian migrants and some Vietnamese, Chinese, and Indonesians living there. The South Pacific Commission Library holds 60,000 volumes and provides library services to the Francophone population. The main party of the Kanaks, the native Melanesians, decided in 1985 to boycott the state-run schools and established a chain of 46 primary schools. Official schools are operated by both the state and churches under the supervision of the Department of Education. The educational system is similar to that of metropolitan France. Only one non-European child out of seven goes on to high school. There are five institutions of higher education on the island. The bibliography contains 12 items written in English that relate to education in New Caledonia. (JB)

ED 311 008 SP 031 383

Corcoran, Ellen

Critical Issues for Intern Teachers during the Clinical Experience.

PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; *Economic Factors; Higher Education; Internship Programs; Program Costs; Program Length; *Role Perception; *Stress Variables; Student Teacher Supervisors; *Teacher Interns
IDENTIFIERS- *Extended Degree Programs

This paper addresses the specific areas of stress for graduate interns in programs that require a year-long internship as part of a post-baccalaureate course of study prior to certification. The focus is upon three categories of stress that contain issues and concerns which speak directly to questions about the impact of a program with a longer period of practice teaching and a completed undergraduate degree as one of its requirements for admission. Data from the study were gathered through weekly seminars in which the interns voiced their concerns. The following areas of stress were identified: (1) interns experience the stress of economic hardship because they are paying tuition and are delaying their entry into the work force; (2) interns and their supervisors experience the stress of conflicting perceptions of how much competence is adequate for a beginning teachers; and (3) interns and their cooperating teachers experience the stress of working together in roles and relationships for which there are few models or prescriptions. Suggestions are made for responding to these and other stress factors that may reduce stress for interns and their supervisors. (JD)

ED 310 724 IR 013 825

Beasley, Augie E.; Palmer, Carolyn G.
Making It Work! Media Skills in the Curriculum.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; *Course Integrated Library Instruction; Elementary Secondary Education; Learning Resources Centers; *Lesson Plans; Library Skills; *Mastery Tests; *Media Selection; Media Specialists; Multimedia Instruction; School Libraries; *Student Developed Materials; Teachers

This paper provides suggestions for media specialist/classroom teacher cooperation in the planning and teaching of media and library skills. Examples of cooperative planning are provided for courses in world history, science, English, and fashion merchandising, as well as vocational and competency classes. A sample lesson design format for introducing media skills to secondary school students is included together with suggestions for coordinating student production of media. Guidelines for the development of student learning centers are presented in question and answer format, and a sampling of media skills tests is included. (14 references) (EW)

ED 311 024 SP 031 474

Gray, Judith A., Ed.
Dance Technology. Current Applications and Future Trends.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

REPORT NO.- ISBN-0-88314-429-8
PUB DATE- 89
NOTE- 143p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation, and Dance Publications, P.O. Box 704, 9 Jay Gould Court, Waldorf, MD 20604 ($20.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Collected Works - General (020)
DESCRIPTORS- *Computer Graphics; Computer Oriented Programs; *Computers; *Computer Simulation; *Dance; Research Methodology
IDENTIFIERS- *Choreography

Original research is reported on image digitizing, robot choreography, movement analysis, databases for dance, computerized dance notation, and computerized lightboards for dance performance. Articles in this publication are as follows: (1) "The Evolution of Dance Technology" (Judith A. Gray); (2) "Toward a Language for Human Movement" (Thomas W. Calvert); (3) "A Computational Alternative to Effort Notation" (Norman I. Badler); (4) "Programming a Robot to Dance" (Margo K. Apostolos); (5) "The Use of a Motion Detector in Dance Instruction and Performance" (Alice Trexler, Ronald K. Thornton); (6) "Kahnotation: Computerized Notation for Tap Dance" (Stanley Kahn); (7) "A Computerized Procedure for Recording and Analyzing Dance Teacher Mobility" (Judith A. Gray); (8) "A Computer Program for the Entry of Benesh Movement Notation" (Fred M. Hagist, George Politis); (9) "A Computer-Assisted Investigation into the Effects of Heel Contact in Ballet Allegros" (Paula A. Dozzi); (10) "A Computerized Methodology Using Laban Movement Analysis To Determine Movement Profiles in Dance" (Mary A. Brennen, and others); (11) "The Computerized Production of Educational Material on Benesh Movement Notation" (Rhonda S. Ryman, Robyn Hughes-Ryman); (12) "Absolute (0,0,0): Dance Influenced by Technological Environments and Computers" (Dianna L. Petty); (13) "Capturing and Processing Dance Images with Computers" (Judith A. Gray); (14) "Computerized Lighting Design for Dance: An Interview with David Elliot" (Judith A. Gray); and (15) "The University's Role in the Future of Dance Technology" (Judith A. Gray). (JD)

ED 310 655 HE 022 716

Banta, Trudy W., Ed.
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 86
NOTE- 176p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); *College Planning; Educational Assessment; Educational Finance; Educational Policy; *Educational Quality; Full State Funding; General Education; Higher Education; *Institutional Evaluation; Outcomes of Education; *Program Evaluation; *Resource Allocation; Self Evaluation (Groups); *State Aid; State Colleges; State Standards
IDENTIFIERS- *Performance Funding; *University of Tennessee Knoxville

Changes at the University of Tennessee, Knoxville (UTK), begun when the Tennessee Higher Education Commission (THEC) initiated a funding mechanism designed to promote assessment and improvement of quality, are chronicled. Implications for program evaluation, planning, and resource allocation in other state colleges and universities are also discussed in the following chapters: (1) "Development of Performance Funding Criteria by the Tennessee Higher Education Commission: A Chronology and Evaluation" (Robert A. Levy); (2) "Planning and Resource Allocation at the University of Tennessee, Knoxville: Institutional Responses to Changes in State Funding Policies" (Homer S. Fisher); (3) "Comprehensive Program Evaluation at the University of Tennessee, Knoxville: A Response to Changes in State Funding Policy" (Trudy W. Banta); (4) "Accreditation as a Performance Indicator" (C. Warren Neel); (5) "Measuring Achievement in General Education" (W. Lee Humphreys); (6) "Measuring Achievement in the Major Field" (William H. Calhoun); (7) "Measuring Perceived Program Quality" (Kent D. Van Liere and William Lyons); (8) "Assessing the Quality of Higher Education through Comprehensive Program Review" (Mary P. Richards and C. W. Minkel); and (9) "Performance Funding and Institutional Response: Lessons from the Tennessee Experience" (Peter Ewell). Copies of the following are appended: THEC standards of performance, 1979; instructional evaluation variables and standards, 1981-82; instructional evaluation variables, November 21, 1983, THEC; instructional evaluation information for College D; student satisfaction survey excerpt from report for Department A; and guidelines for self-study document. References are provided with the individual chapters. (KM)

ED 310 669 HE 022 773

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; College Attendance; Employment; *Enrollment Trends; *Geographic Distribution; Higher Education; *High School Graduates; High Schools; *In State Students; Military Service; *Out of State Students; Postsecondary Education; State Colleges; Two Year Colleges
IDENTIFIERS- *New York

Data are presented in tabular form concerning the distribution of 1987-88 high school graduates of New York State's public and nonpublic schools. The data reflect the status of graduates as reported by school principals in the fall of 1988. Table 1 presents trends in the college-going rate of high school graduates from 1974 through 1988. Table 2 shows a 15-year trend of the college-going rate, within and outside New York State. Tables 3, 4 and 5 show, respectively, the distribution of 1987-88 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. These tables are arranged by county within geographic region. (Author/KM)

ED 310 697 HE 022 804

Legal Documents Pertaining to Postsecondary Education. State of South Carolina.

South Carolina Commission on Higher Education, Columbia.

PUB DATE- May 89

NOTE- 372p.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Certification; College Students; *Educational Legislation; Facilities; Higher Education; Policy Formation; *Public Policy; Regional Planning; *State Legislation; Statewide Planning; Vocational Education

IDENTIFIERS- *South Carolina

A compilation of the provisions of the Code of Laws of South Carolina, 1976, including the 1988 Cumulative Supplement, which relate to postsecondary education, is presented. It supersedes a similar publication dated December 1985. Included are copies of Executive Orders issued by the Governor of South Carolina that affect postsecondary education. Certain acts that have not been codified are also included. A number of provisions of the Code that have general applicability are not reproduced. These cover leave, the retirement system, and grievance procedures, among other topics. Fourteen sections concern the following topics: State Commission on Higher Education; licensure; State Board for Technical and Comprehensive Education; vocational education; higher education facilities; provisions for students; miscellaneous provisions; colleges and universities generally; colleges and universities specifically; area higher education commissions; area technical education commissions and committees; Executive Orders; South Carolina Constitution; and regional organizations. (SM)

ED 310 725   IR 013 826

Beasley, Augie E.; Palmer, Carolyn G.
Practical PR for School Media Centers.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; Elementary Secondary Education; *Learning Resources Centers; Material Development; Media Specialists; Newsletters; *Production Techniques; *Program Development; *Public Relations; School Libraries; Visual Aids

This guide to public relations (PR) for school media specialists begins with a list of 10 "PR Commandments" and suggestions for ways to improve the media center's image, i.e., a media newsletter; renewal workshops; reference skills units; a student brochure; new faculty orientation; media messages; a happenings board; displays, centers, and bulletin boards; and guest celebrities. Suggestions for ways to reach out to faculty, administration, students, and the community are then outlined. Techniques for effective communication are also provided, including guidelines for producing semester reports; developing media program goals and objectives; and designing displays, learning centers, and bulletin boards. Hints for preparing a media newsletter and a list of sources for additional information on public relations in library/media centers conclude the guide. (EW)

ED 310 795 IR 052 884

Doyle, Robert P.
U.S. Information Ambassadors: The Library/Book Fellows Program.
American Library Association, Chicago, Ill.
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- American Library Association, 50 East Huron Street, Chicago, IL 60611.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Foreign Countries; *International Educational Exchange; Librarians; Library Associations; *Library Automation; *Library Collection Development; Library Education; Overseas Employment; Publishing Industry; *Shared Resources and Services
IDENTIFIERS- Chile; Finland; India; Indonesia; Japan; Malaysia; Mauritius; Turkey; United States Information Agency

The Library/Book Fellows Program began in 1986 with a grant to the American Library Association from the U.S. Information Agency, an independent agency within the Executive Branch. The purposes of the program are to: (1) increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals; and (2) enable U.S. librarians and publishers to enrich and broaden their career experience through a 4-month to 1-year period of overseas service. The 1987-89 inaugural class of eight fellows was chosen from more than 200 applicants. Their programs included setting up a system for automating library functions; developing a university-level library science curriculum; training host country librarians in traditional automated information and retrieval techniques; and developing and promoting American studies collections in host countries. This booklet presents recollections of the fellows' experiences in Chile, Finland, India, Indonesia, Jordan, Malaysia, Mauritius, and Turkey, together with profiles of the fellows and an overview of each program. (SD)

ED 310 934 SE 050 880

Bird, John

The Upper Atmosphere; Threshold of Space.

National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NASA-NP-105
PUB DATE- 88
NOTE- 40p.; Colored photographs and pages will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Earth Science; Satellites (Aerospace); *Science Materials; Scientific Personnel; *Scientific Research; Scientists; *Space Exploration; *Space Sciences

This booklet contains illustrations of the upper atmosphere, describes some recent discoveries, and suggests future research questions. It contains many color photographs. Sections include: (1) "Where Does Space Begin?"; (2) "Importance of the Upper Atmosphere" (including neutral atmosphere, ionized regions, and balloon and investigations); (3) "Airglow"; (4) "Aurora"; (5) "Recent Discoveries" (those made by manned and unmanned spacecraft); (6) "Future Research" (describing spacelab missions, tethered satellite, the International Solar-Terrestrial Physics Program/Global Geospace Science Mission, and others); (7) "Unanswered Questions"; (8) "Conclusion"; and (9) "Sources" (listing general and technical materials). (YP)

ED 310 640 FL 018 151

Berney, Tomi D.; Sjostrom, Barbara R.
Bilingual Pupil Services (B.P.S.), 1987-88.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 44p.; For related document, see ED 298 788.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Instructional Materials; Chinese; Cooperative Programs; Coordination; Elementary Secondary Education; English (Second Language); Haitian Creole; Haitians; Hispanic Americans; Inservice Teacher Education; *Limited English Speaking; Mathematics; Native Language Instruction; On the Job Training; Paraprofessional School Personnel; Parent Participation; Program Effectiveness; Program Evaluation; *Pupil Personnel Services; Second Language Instruction; Staff Development; State Aid; Teacher Aides; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; New York (New York)

The Bilingual Pupil Services Program is a long-standing state-funded project in New York City. During the 1987-88 school year, it provided supportive bilingual instruction to 1,875 Haitian, Hispanic, and Chinese children of limited English proficiency enrolled in 78 classes at 30 participating schools in 4 boroughs. The program had a clearly articulated and rigorous selection system for placement sites and participating paraprofessionals. It provided inservice training to 78 bilingual paraprofessionals and helped them complete bachelor's degrees in education for licensing as bilingual teachers. The program met its objectives in English and native language reading, mathematics, staff development activities, parent training, and facilitation of coordination among district and school personnel. Recommendations for program improvement include providing release time for cooperating teachers to attend monthly workshops, development of additional reading and writing materials in Haitian Creole, and augmentation of the paraprofessionals' training in computer education. (Author/MSE)

ED 310 683 HE 022 788

McGuire, Joan M., Ed.; Shaw, Stan F., Ed.
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
Connecticut Univ., Storrs. Postsecondary Learning Disability Technical Assistance Center.
SPONS. AGENCY- Connecticut State Dept. of Higher Education, Hartford.
PUB DATE- Apr 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; *College Bound Students; *College Choice; Counseling; Decision Making; Equal Education; Higher Education; High School Graduates; Institutional Mission; *Learning Disabilities; *Social Support Groups; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Connecticut

A resource guide describes the availability of support services for students with learning disabilities at colleges and universities in the state of Connecticut. Designed to help high school guidance counselors, students, teachers, and parents, it is the result of a survey of 41 institutions (public and private community, junior, baccalaureate, and graduate degree granting institutions) throughout the state. Institutions were asked to designate themselves according to a continuum of supportive services available to students with learning disabilities. The following categories were identified: no services available; decentralized and limited; loosely coordinated; centrally coordinated; and data-based. The guide provides only a description of services and is not an evaluation. Several recommendations are suggested for ensuring a good match between student and institutions: research the institution; develop a profile; make contact with the institution; and contact the Division of Rehabilitation Services. A list of resources is appended. Contains 21 references. (SM)

ED 310 711 HE 022 852

Harcleroad, Fred F.
Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- 88
NOTE- 15p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free, members; $1.00 1-10 copies non-members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Access to Education; Comprehensive Programs; *Educational History; Higher Education; *Institutional Mission; Professional Education; State Aid; *State Colleges; *State Universities

A description of how public colleges and universities became important to American higher education is presented by tracing their origins, development, and evolving missions. In the past three decades, the people of the United States have created the comprehensive public state college and university by the conversion of over 200 existing institutions, mostly professional schools, and the establishment of almost 150 new comprehensive institutions. These comprehensive institutions: are publicly established and controlled by state government systems; are primarily comprehensive institutions emphasizing professional programs; award predominantly baccalaureate and master's degrees; emphasize meeting the diverse needs of different states; have the primary faculty obligation to teach and remain at the cutting edge of knowledge in their field; are predominantly open-access institutions; and have primary funding from state taxes with a tradition of low or moderate tuition charges. Three sections focus on: origins and early developments (with a few specific examples); changing missions (e.g. increasing student attendance, a drop in faculty-student ratios, and a change in internal administrative patterns); and emergence of a new type of institution during and after the 1960s (recent changes in institutions and programs, changes in state coordination and governance, and changes in American Association of State Colleges and Universities (AASCU) institutional activities). (SM)

ED 310 740 IR 013 934

Olson, John K.
Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Educational Innovation; Elementary Secondary Education; Equal Education; *Ethics; Foreign Countries; *Information Technology; Microcomputers; *Moral Values; *Professional Recognition; *Rewards

Institutional rewards and practical problems are associated with access to information technology. Pursuit of rewards may offer teachers career recognition and profile in school systems but may also, if taken up in an unreflective way, lead to injustice in the classroom and hinder achieving desirable social and academic goals. This peril is illustrated in a case study which examines the practice of one teacher who was given a computer in response to a successful proposal to do research in her classroom. Despite the fact that use of the computer did not significantly contribute to her goal of improving students' writing skills, the teacher continued to use the new technology and, because only one computer was available, restricted access to only a select group of students. Through the use of computers in their classrooms, teachers obtain a powerful language for communicating their interest in innovative methods to university people, others involved in new developments, and administrators looking for centers of innovation. This institutional reward structure makes it difficult for teachers to reflect on the value of new technologies and thus exercise the virtues of honesty, courage, and justice which enable them to make their practice worthwhile. Reflection on practice in relation to its institutional setting is critical because it alerts teachers to the ways in which the institutions of schooling can undermine their own practice. (GL)

Munoz, Patricio Calderon; Torres, Miguel Reyes
The Education of the Active Televiewer of School Age.
PUB DATE- Sep 85
NOTE- 17p.; For a related paper, see IR 013 961.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Commercial Television; *Critical Thinking; Curriculum Development; Elementary Secondary Education; Experimental Programs; *Family Role; Foreign Countries; Higher Education; *Mass Media Effects; Models; Student Teachers; Teacher Education; *Television Commercials; *Television Viewing
IDENTIFIERS- *Chile

In response to a series of problem symptoms related to the influence of television on students, a team of professors at the Universidad de Playa Ancha de Ciencias de la Educacion in Chile undertook a project designed to train television viewers to become critical viewers of the medium. Specific objectives of the project included: (1) to design a methodology to teach students to critically interpret television commercials; (2) to develop a curriculum to promote active viewing for use in both primary and secondary education; and (3) to develop a program of family education aimed at modifying family practices that might promote excessive and indiscriminate television viewing. It was decided that the audience of the project would include primary and secondary school teachers and pre-service teachers and that the program would be field tested in a local primary school using pre-service teachers from the developers' institution. To investigate the influence of family conditions on students' perception of television messages, a descriptive investigation was conducted in the same primary school. This investigation resulted in the development of low cost learning units for use in a future program for training parents to promote critical viewing on the part of their children. Future directions for this project include a focus on the family's influence, the development of critical viewing programs for broadcast on educational television, and further emphasis on improving the preparation of teachers in this area. (16 references) (GL)

ED 310 768 IR 052 700

Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88.

Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-89-705
PUB DATE- Jan 89
NOTE- 70p.; For abstracts of the 1987 projects, see ED 287 478.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Doctoral Programs; *Federal Aid; *Fellowships; *Grants; Higher Education; Institutes (Training Programs); *Library Education; *Library Schools; Library Statistics; Masters Programs; Program Descriptions
IDENTIFIERS- *Higher Education Act Title II

This booklet provides the results of a review and evaluation of fellowships and institutes funded in Fiscal Year 1988 through the Library Career Training Program under Title II-B of the Higher Education Act. A total of 14 master's fellowships, 9 doctoral fellowships, and three institutes were funded, and abstracts of each are provided. Each fellowship abstract includes the name and address of the institution receiving the funding, project director, number and level of the fellowship, amount of funding, grant period and number, priorities selected, and project objective(s). Each institute abstract includes the name and address of the funded institution, project director, number of participants, amount of funding, grant period and number, length of institute, priority selected, and program objective(s). Six tables summarize the history of the Title II-B funding from 1966-1988. (EW)

ED 310 781 IR 052 855

Schwarzwalder, Robert N., Jr.
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
Kansas State Univ., Manhattan. Library.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 1 May 89
NOTE- 16p.
GRANT- CLR-4029-A
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Databases; Higher Education; *Online Searching; Questionnaires; *Scientific and Technical Information; Surveys; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *National Technical Information Service

A program combining cost-free searching of the National Technical Information Service (NTIS) database and document delivery to faculty members was offered at the Kansas State University Libraries. NTIS report usage was monitored from May 1987, five months prior to the onset of the study, until May 1988, at which time the program was terminated. During the initial six months of the program, service was given only to the biochemistry, chemical engineering, chemistry, and geology departments. In the last two months, the program was broadened to include other departments. In all, 19 searches were performed for 16 different individuals. Despite a large variance, there was a significant increase in the usage of NTIS reports during the program compared with the previous five month period. In addition, a survey of participants revealed a preference for online searching to the use of printed indexes and a positive view of the value of NTIS literature. Seven references are listed. The appendix includes the questionnaire used to profile research areas of interest, an NTIS report request form, and the participant questionnaire and results. (MES)

ED 310 808 JC 890 414

Cohen, Elaine; And Others

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.

SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 6 Oct 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Needs; *Predictive Measurement; *Predictive Validity; *Predictor Variables; Program Evaluation; Questionnaires; Student Characteristics; *Student Placement; Tables (Data); Two Year Colleges

In the summer of 1987, a project was undertaken by a consortium of eight California community colleges to develop valid and culturally fair assessment procedures for placing students into appropriate level courses. The specific objective of the project was to provide a guide to the state's community colleges for the development of these procedures in a manner consistent with the statewide matriculation plan. Data for the project were obtained from completed surveys of 24,000 students and 1,600 faculty members at the 8 colleges regarding the skills considered most important for student success; a comparison of 1987-88 student scores on assessment tests to students' actual grades; and a retrospective study of the relationship between student characteristics and grades. Major findings included the following: (1) while reading and study skills were considered important by students and faculty in all disciplines, other skills varied from subject to subject and from college to college; (2) over 80% of students and faculty felt that students were appropriately placed into English or math classes; (3) new students who had tested at college level in reading, writing, and/or math were more likely to pass these classes than those testing one level below college level; (4) in general, 30% of the students predicted to pass courses on the basis of background characteristics failed to do so, representing the greatest error in the project's attempt to predict grades; (5) the eight variables found to be the best predictors of student grades were high school graduation status, number of hours employed, units planned, age, high school grade point average, math placement test score, reading placement test score, and English placement test score; and (6) in some colleges, course grades were predicted more accurately for White and Asian students than for Hispanic and Black students. Recommendations are provided for improving institutional practices in the areas of assessment, orientation and advisement, instruction, and research. The student and faculty survey instruments are appended. (JMC)

ED 310 845 PS 018 049

Oelerich, Marjorie L.
Appropriate Curriculum for Full-Time Kindergarten.
PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Meeting of the Association for Childhood Education International (Indianapolis, IN, April 6-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Elementary School Curriculum; Guidelines; *Kindergarten; *Learning Centers (Classroom); Primary Education; *Teacher Role
IDENTIFIERS- *Full Day Programs

Appropriate curricula for full-time kindergarten children must emphasize creativity in several subject areas, including arts and crafts, science, social studies, mathematics, thinking, and language arts. This article offers practical suggestions for providing kindergarten children with opportunities to be creative in several ways. Arguments against the use of workbooks and worksheets are advanced. Learning centers are described and their use is outlined. Finally, the role of adults in facilitating and enhancing children's creative experiences is described. (RH)

ED 310 860 PS 018 257

Lennon, Joan M.

The At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies.

PUB DATE- Apr 89
NOTE- 66p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Failure; Annotated Bibliographies; *Early Childhood Education; *Family Programs; *High Risk Students; *Identification; Intervention; Literature Reviews; *Program Effectiveness

A review of literature was conducted in order to: (1) determine whether factors placing the young child at risk for school failure can be identified; (2) determine whether early family interventions and early childhood programs are effective; and (3) identify policy implications. Findings are summarized, and recommendations are offered. Research indicated that it is possible to identify the link between lower socioeconomic conditions and school failure, and that the existence of multiple factors dramatically increases developmental risk. Intertwined in the fabric of risk factors are the influences of poverty, poor physical and mental health of parents, malnutrition, developmental delays, and lack of stimulation in the child's development. The majority of findings concerning early family intervention strategies and early childhood programs indicated that the programs are effective. A concluding section discusses implications for the at-risk homeless child. Approximately 65 references are cited and annotated. (RH)

ED 310 876 PS 018 291

Willatts, Peter; Duff, Susan

Reasoning by Young Children: Knowing When and When Not To Make an Inference.

PUB DATE- Sep 89

NOTE- 13p.; Paper presented at the British Psychological Society Developmental Section Conference (Guildford, Great Britain, September 8-11, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Critical Thinking; *Decision Making; *Inferences; *Logical Thinking; Perceptual Development; *Problem Solving; *Young Children

This study examines the ability of 20 5- and 6-year-old children to determine whether an inference could reliably be made or whether a problem was undecidable. Children were given a random series of 8 decidable and 16 undecidable problems in which they had to determine in which of 2 houses a target character could be found. There were two characters of different sizes (a giant and a dwarf) and a series of four two-dimensional houses of decreasing size. Children of both ages were successful at dealing with the decidable problems. There were no age differences in performance. Children asked for extra information more often when problems were undecidable than when they were decidable. Examination of responses to undecidable problems suggested that the more similar the appearance of the pair of houses, the easier it was to detect the problem as undecidable. Children as young as 5 years may be aware that while certain problems are undecidable and can be resolved with extra information, others remain unresolvable. Awareness of the necessity of logical reasoning appears to develop very early, and its origins may be found in the preschool years. (Author/RJC)

ED 310 890 RC 016 823

Greenwood, Judith
Work Disability in Appalachia.
West Virginia Univ., Morgantown. School of Medicine.
PUB DATE- Dec 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coal; Labor Legislation; *Mining; Occupational Diseases; *Occupational Safety and Health; *Physical Disabilities; Social History; *Sociocultural Patterns; Socioeconomic Influences; Work Environment
IDENTIFIERS- *Appalachia; *Disability Payments; Labor Studies

This paper begins by examining the history of disability payments to disabled workers, specifically disability payments to coal workers. Efforts by the United Mine Workers of America made mine health and safety an issue in the 1960s, and continuing liberalization of the law continued through the 1970s. The identification of coal miners with disability is compounded by geographical and cultural barriers. Currently underscoring disability as a social construct among underground miners is the declining regional economy and rising unemployment, brought on by technological improvements in mining. The paper examines research about the effects of early health intervention among underground coal miners and describes other studies of physical disability in Appalachia. All cited research supports the same general finding: disability is part of an Appalachian life pattern, a natural consequence of work occurring before old age. It is common for work to be punctuated with periods of temporary disability and to end in disability retirement. The uncertainty of mining as long-term employment makes benefits such as Social Security and Workers' Compensation a necessary station in the career course. There can be no solution to disability if disability itself is a solution to narrow socioeconomic choices. Only long-term improvements in basic education and the economy would reduce work disability patterns. (TES)

ED 310 904 RC 017 187

Gall-Clayton, Nancy; Chandler, Betsy, Ed.
Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
Kentucky Youth Advocates, Inc., Louisville.
PUB DATE- Dec 88
NOTE- 263p.
AVAILABLE FROM- Kentucky Youth Advocates, Inc., 2024 Woodford Place, Louisville, KY 40205 (1-19 copies, $3.00 each; over 20, $1.50 each).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Change Strategies; Educational Benefits; *Educationally Disadvantaged; Elementary Secondary Education; Health Programs; High Risk Students; Interviews; *Low Income Groups; One Parent Family; *Poverty Areas; Poverty Programs; Rural Areas; *Rural Family; Urban Areas
IDENTIFIERS- *Kentucky

This report tells the stories of dozens of low-income families from all parts of Kentucky. It is a personal report, compiled after 4 months of travel and interviews. The report also makes recommendations for improvements in programs designed to serve impoverished families. The introduction discusses the seeming paradoxes of poverty and generosity, powerlessness and strength, and futility and hope that exist within the families. Chapter 1 records the stories of single women raising children on low-wage jobs or federal benefits. At present, most families who are together fall between the cracks of Kentucky's human services programs. Chapter 2 includes stories that illustrate the current shortcomings in Kentucky's health programs. Chapter 3 discusses the issue of low-income housing. Chapter 4 deals with public education and low-income families. While parents place a high value on education, too often their children are stigmatized by a system that helps label them as "poor." Social and economic pressures push such students out of school. Chapter 5, "Success Stories: The GED and Beyond," shows that even the most depressing stories can have a happy ending. Most of these stories are testaments to the benefits of additional education for the parents. The executive summary includes recommendations for policy changes, designed to counter problems related to poverty in Kentucky. (TES)

ED 310 918 SE 050 856

Hoffmann, Lore

Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

PUB DATE- 20 Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Sectional Studies; Foreign Countries; Parent Child Relationship; *Physics; *Science Activities; Science Instruction; *Science Interests; Secondary Education; *Secondary School Science; *Sex Differences; *Student Interests
IDENTIFIERS- *West Germany

Many studies have confirmed that students' interest in physics decreases during the secondary school level and that girls are, in general, less interested in physics than boys. This is an interim report of a six-year cross sectional and longitudinal study investigating the structure of interest in physics and technology and the relationship of school conditions to the development of interests during grades five through ten. Test items were developed related to eight physics topics, seven contexts for work with the topics, and four levels of activities. Results based on the cross sectional study are reported: (1) students' interest in physics; (2) students' interests in various contexts and classroom activities; (3) interest in physics in relation to parental behavior; and (4) instructional climate. Ideas for making physics more interesting for girls are listed. Examples of the test items and 31 references are appended. (YP)

ED 310 950 SO 020 150

Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New.

Bluegrass International Program, Lexington, KY.

SPONS. AGENCY- Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.

PUB DATE- 89

NOTE- 91p.; For a related document, see SO 020 151.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Instructional Materials; International Education; *International Studies; Learning Activities

IDENTIFIERS- *Kentucky (Fayette County)

This collection of global activities and teaching strategies, suggested and used by teachers, helps to foster international education in the classroom. There are 32 separate proposals for learning activities, covering a variety of format styles, educational levels, and classroom procedures. Some examples include: (1) "Global ABC's" is a poem developed around the theme of country names beginning with letters from A to Z. (2) A "tour" through Italy is for kindergarten students, with "stops" at major Italian cities, combined with classroom activities and learning games. (3) "Pata-Pata" is a modern African dance for students to perform in the classroom. (4) "Looking at Our Weltanschauung" is designed to show students that cultural perceptions and social mores can be quite different as one travels around the world. (5) "A Yen for Problem Solving" demonstrates exchange rates and cultural values to grades 6-8 through the use of a Japanese McDonalds' menu, real estate listings, and bicycle ads. (PPB)

ED 310 965   SO 020 187

O'Brien, J. Stephen

An Urgent Task: What Bishops and Priests Say about Religious Education Programs.

National Catholic Educational Association, Washington, D.C.

REPORT NO.- ISBN-1-55833-020-8
PUB DATE- 88
NOTE- 86p.; This study was funded by a grant from the National Center for Research in Total Catholic Education.
AVAILABLE FROM- National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, WAshington, DC 20007-3852.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Catholic Educators; *Catholics; *Catholic Schools; Church Programs; Preschool Education; *Priests; Religion; *Religious Education; Social Science Research; Surveys
IDENTIFIERS- *Catholic Bishops

A survey of Roman Catholic bishops (N=276; total population) and priests (N=655; random sample) on the purpose, effectiveness, and administration of parish religious education programs revealed a broad range of opinion. The respondents were almost unanimous in stating that such programs help people grow in faith into mature adult Christians; that they assist parents in their role as those primarily and principally responsible for the education of their children; and that they should help participants understand and articulate why they are Catholic. But only 75.9 percent of the bishops and 68.4 percent of the priests agreed that the main purpose of religious education is to communicate sound doctrine to children and youth. This attitude is also reflected by the importance given to instruction in the doctrines of faith. There was strong agreement that programs must include elements of social justice, but not as many urged student participation in social service programs. Elementary programs were seen as clearly more effective than secondary programs. Parish renewal programs for adults were considered effective enough to warrant encouragement. A solid majority wanted parish religious education programs to begin at the preschool level. The bishops and priests were split almost evenly over whether each parish should have at least one children's liturgy of the word every Sunday. A copy of the questionnaire and 44 tables of survey data are included. (PPB)

ED 310 979 SO 020 215

Erbes, Robert L.

Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 36p.
GRANT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Content; *Course Objectives; *Critical Thinking; Curriculum Development; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Music; *Music Education; *Music Teachers

Teaching critical thinking is difficult in elementary music instruction because of the limited time devoted to music; yet it must be considered a vital part of music instruction, as students must not only become knowledgeable about music, but should also learn to think intelligently about music. Recommendations for the content of elementary music curricula are provided, which draw heavily from the Music Educators' National Conference (MENC), supplemented by several school music curriculum guides and texts. A major factor influencing the extent and quality of elementary music instruction in the future will be the financial support of the schools. It is hoped that music programs will have a more central role in the total curriculum. Broad goals are set, and eight critical thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating) are discussed in light of those goals. The recommended content is considered both from the point of view of minimal instruction by a classroom teacher and instruction 3 to 5 days a week by a music specialist. Recommended teacher competencies drawn from MENC and the author's expertise in music teacher training are discussed. An appendix gives a detailed analysis of a general music lesson indicating how a topic can be taught using critical thinking skills. A 26-item bibliography concludes the document. (JB)

ED 310 994 SO 020 240

Adesiyan, H. Rose

Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.

PUB DATE- Mar 88
NOTE- 6p.; Paper presented at the National Social Sciences Association (Oakbrook, IL, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Background; *Cultural Education; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Social Studies; Teacher Shortage; Textbook Preparation
IDENTIFIERS- *Improved Efficiency of Learning Program; *Liberia

Prior to the advancement of western education, Liberia had a system of indigenous education, taught by chiefs and respected village elders, and designed to perpetuate the Liberian culture. Formal or western education was introduced in 1830 when the Board of Managers of the American Colonization Society passed a resolution and later passed a public school law which mandated compulsory education for children 2 to 12 years of age. As schools were built, many children attended an indigenous school and a western school on an alternate basis. The challenge facing education today in Liberia is the reconciliation of the needs and wants of the people with the needs and wants of the country. Approximately 52 percent of the school age population attends school. Two critical problems are the almost total lack of appropriate instructional materials for the classroom and a shortage of qualified teachers. An innovative curriculum program, the Improved Efficiency of Learning Project (IEL) consists of specially designed programmed instructional materials which have an indigenous focus. Texts were written to reflect the cultural background of the Liberian people. The IEL system has produced superior academic achievement, increased enrollment, and cost savings. Indigenization of the social studies curriculum is a direct result of the IEL project. Curricular content and instructional materials were written by Liberians for Liberians. A list of ten references is included. (PPB)

ED 311 009 SP 031 431

Poppleton, Pam; Riseborough, George

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.

PUB DATE- Apr 89

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; *Job Satisfaction; Peer Relationship; Secondary Education; *Secondary School Teachers; Self Actualization; *Seniority; *Teacher Characteristics; Teacher Morale; *Teaching (Occupation); Teaching Conditions; *Work Attitudes

IDENTIFIERS- *England

This paper reports the findings of a survey of 686 secondary school teachers in England on their involvement in their work and the factors to which it is related. Three facet-free and 13 facet-specific measures were derived from a questionnaire sent to teachers who proportionately represented the characteristics of teachers in all secondary schools in six large Local Education Authority areas. An analysis of the results indicated that: (1) work centrality was, in general, "value-driven" so that the more a job dimension was regarded as a source of job satisfaction the greater was the teacher's involvement in work; (2) the greatest single net effect on work centrality was workload support, followed by involvement in the pastoral role, in professional development activities and in pupil-centered pedagogy; and (3) when seven demographic variables were added, these specific roles and activities appeared to be a function of seniority achieved early in the teaching career. A discussion of the findings elaborates the notion of a "spoiled" career and focuses on the special position of the mature entrant into teaching. Findings are displayed in eight tables and three figures. (JD)

ED 310 820 JC 890 428

Holladay, John
Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
Monroe County Community Coll., Mich.
PUB DATE- 14 Jul 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Peer Teaching; Program Effectiveness; Program Evaluation; School Surveys; Student Attitudes; Teacher Attitudes; *Tutorial Programs; Two Year Colleges; *Writing Across the Curriculum; Writing Improvement; *Writing Instruction; *Writing Laboratories

An evaluation is provided of two aspects of Monroe County Community College's (MCCC's) writing-across-the-curriculum (WAC) program: a Writing Center and peer tutoring by instructor-nominated Writing Fellows. Introductory remarks in Part 1 highlight the benefits of the college's programs for faculty, Writing Fellows, the college administration, and students. Part 2 provides background on the Writing Center and the frequency of its use, indicating that more than half of the increased usage of MCCC's Learning Assistance Center could be attributed to the newly instituted Writing Center. Part 3 contains an evaluation of the Writing Fellows program based on survey responses from students who had worked with the tutors. Highlighted findings indicate that 76% of the students felt that the Writing Fellows' comments on their rough drafts and conferences with the Writing Fellows were helpful or very helpful. Positive and negative responses to open-ended questions are included. Part 4 summarizes the survey responses of 14 of the 15 faculty members who used the services of the Writing Fellows in winter 1989. All but one of the instructors indicated that they would be willing to work with Writing Fellows again, and 11 felt that the papers they received that term were better than papers submitted by classes without tutors. Part 5 contains the evaluations of the program by the 25 Writing Fellows. Survey findings revealed that the Writing Fellows read and commented upon the first drafts of 49 papers, they spent 2 hours a week in the Writing Center, they each worked with between 10 and 15 students, and they all felt that their own writing had improved as a result of their work. A chronology of the WAC program from winter 1986 to June 1989 is attached. (JMC)

ED 310 832 JC 890 441

Cohen, Arthur M.
Commitment to Transfer. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-02
PUB DATE- Aug 89
NOTE- 4p.
CONTRACT- RI-880-62002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Standards; Articulation (Education); *College Transfer Students; Community Colleges; *Curriculum Problems; Higher Education; Intercollegiate Cooperation; Part Time Students; Statewide Planning; *Transfer Policy; *Transfer Programs; Two Year Colleges

The proportion of community college students transferring to a four-year institution dropped considerably during the 1970's and early 1980's, a situation leading to accusations that the colleges do not prepare their students sufficiently well for transfer. However, several other factors have an influence on transfer rates. The fact that most community college students attend on a part-time basis accounts for some of the difference in rates of bachelor's degree attainment between community college and four-year college matriculants. The mere fact that community college students must transfer from one institution to another may also account for some of the shortfall. The transfer function is further weakened by institutional policies that support the idea of the college as a passive resource available to all who would drop in at any time during their lifetimes. These policies result in 85% of the matriculants not obtaining a degree, a lateral curriculum in which prerequisites to courses are not enforced, and a system in which student progress towards completion is not monitored. In efforts to increase transfer rates, colleges have begun to monitor student progress, provide information and hold meetings on transfer opportunities, enforce course prerequisites, and offer remedial courses to bring a sizable population up to a basic standard of literacy. Statewide efforts can be seen in California, which set aside $3 million for transfer centers in 20 colleges; New Jersey, which awarded special funds to its colleges to recruit transfer oriented minority students; and Colorado and Michigan, which mandated articulation plans between community colleges and public universities. While these efforts will eventually have some effect, major changes in philosophy and policy must be made if the number of students who transfer to a four-year university is to increase substantially. Statewide policies should be established to: (1) guarantee transfer students acceptance at a university without loss of units; (2) set aside special funds to reward colleges for improved transfer rates; (3) establish a common course numbering system for two- and four-year colleges; and (4) develop a centralized, accessible interinstitutional database. More importantly, community college staff members should identify potential transfers early on and monitor their progress until they complete their studies and enter the university. (VVC)

ED 311 025 SP 031 483

Teachers for the 21st Century. Report of the Task Force on Teacher Education.
Missouri Opportunity 2000 Commission, Jefferson City.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Admission Criteria; Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development; *State Action; State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Recruitment; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Missouri

This report of the Task Force on Teacher Education in Missouri focuses on producing a high-quality cadre of teachers. The report is organized around three themes: (1) supply and demand of teachers, teacher recruitment, and selective admission; (2) appropriate preservice preparation of teachers with academically rigorous teacher education programs; and (3) certification, induction of beginning teachers, and the professional development of teachers. (JD)

ED 310 670 HE 022 774

Grube, M. Marshall; DeJarnette, Glenda

Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.

PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiology; *Educational Quality; *Excellence in Education; Graduate Study; Higher Education; Institutional Advancement; Institutional Mission; Mission Statements; Models; Policy Formation; *Professional Development; *Research; Speech Pathology; Teacher Education; *Teaching (Occupation); Undergraduate Study; Vocational Education
IDENTIFIERS- East Tennessee State University

The academic triad of teaching, service, and research for students and faculty as it relates to higher education programming for the development of professionals is addressed. The concept of professionalism during undergraduate and graduate education in the professions of speech-language pathology and audiology is targeted. It is suggested that professionalism is a learned behavior and must be treated as a developmental process beginning upon entry into programs of study. A model is provided that infuses the concept of professionalism into educational programming. The model is in the form of a mission statement which includes philosophies, faculty and student responsibilities, and goals for teaching-learning, service-learning, and research-learning at East Tennessee State University. The mission statement of the academic unit of speech-language pathology and audiology at this school is dedication to the promotion of the profession and to excellence in academic and clinical education of future speech-language pathologists and audiologists. The implementation of their process can provide experiences in academe which will build program and professional credibility and will facilitate the development of professionalism. This academic triad model is presented for academic units in the university setting regardless of discipline emphasis, so it could be adopted by any university major. Contains 6 references. (SM)

ED 310 698 HE 022 805

Crawford, John Stephens

Perry Levels and Belenky's Findings: Their Possibilities in the Teaching of Art and Art History.

PUB DATE- 5 May 89
NOTE- 31p.; Paper presented at the Getty Conference on Discipline Based Art Education (Austin, TX, May 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art History; Art Teachers; College Students; Excellence in Education; Higher Education; *Intellectual Development; *Student Development; Student Improvement; *Teaching Methods
IDENTIFIERS- Belenky (Mary F); Perry (William G Jr)

The Perry scheme of student development, as determined by William G. Perry, Jr. and his associates at the Bureau of Study Counsel of Harvard University, is discussed. His nine levels of development include dualism, multiplicity, and commitment. A study by Mary F. Belenky showed that Perry's students were almost exclusively male, and she noted that the reactions of male students and female students to the development they underwent differed significantly. Belenky's women depended much more on the successful parallel development of a positive self-concept to intellectual development. Six sections are as follows: the basics of the Perry model of cognitive development; additional research findings by Belenky and associates; race, ethnic group, and social class (since Perry's study was limited to white, middle- and upperclass males); the needs of students at different Perry levels (diversity, structure, abstraction, and closeness); Perry's and Belenky's models and the teaching of art and art history; and an art/art history course using Perry's and Belenky's findings. Both researchers' findings suggest a possible course which combines art and art history material while at the same time suggesting to young men and women what sort of developmental process they are undergoing. A reading list for an interdepartmental course on artistic and cognitive development is provided. Contains 8 references. (SM)

ED 310 726 IR 013 827

Beasley, Augie E.; Palmer, Carolyn G.
Production Fever--Catch It!
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; Elementary Secondary Education; *Films; Material Development; Media Specialists; *Production Techniques; *Slides; *Student Developed Materials; *Transparencies; Visual Aids

Guidelines and tips for producing a variety of visual materials begin with suggestions for designing overhead transparencies and instructions for making and using mounts, masks, and overlays for the transparencies. Directions are then provided for constructing thermal filmstrips for use on the overhead projector and thermal slides for title and credit slides in other slide presentations. Additional techniques for preparing title slides include suggestions for creating art work and lettering to be photographed and developed commercially and detailed instructions for using and processing Kodalith film. Instructions are also provided for constructing folding pocket panel display units and for producing 8mm film animation. Common lettering methods are rated as to quality, variety, expense, difficulty of use, and time involved, and the process of producing lettering using an opaque projector is described. Suggestions for coordinating student production of media and a list of selected sources for clip art, lettering tools, books, and video equipment conclude this guide. (EW)

ED 310 796 IR 052 885

White, Marilyn Domas
Access to Current Information Online.
PUB DATE- 12 May 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Maryland Library Association (Hunt Valley, MD, May 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Databases; Full Text Databases; *Indexing; Library Services; *News Media; *Online Searching; Research Tools; *Search Strategies
IDENTIFIERS- AP News; Newsearch; USA Today Decisionline; Washington Post Electronic Edition; Washington PressText

This paper describes online newsmedia databases which have been intentionally designed to respond to needs for information that is more current than the information in printed indexes or online versions of these indexes. It is suggested that these databases are useful to libraries because, in addition to subject indexing, they have "word access," e.g., to names of people, products, companies, or geographical regions. By using word access, librarians can more efficiently track down such elusive elements as a quote from a speech that may never be indexed in a bibliographic database. Databases that provide up-to-date information include: (1) databases designed to provide current records for an older file; (2) full-text databases; (3) wire-service databases which make full-text information available immediately or shortly after being transmitted to newspapers; (4) databases that quickly index current sources; (5) summaries of news stories; and (6) press-release databases. Five such databases are used as exemplars: Newsearch, AP News, Washington PressText, Washington Post Electronic Edition, and USAToday Decisionline. The discussion of each database focuses on variations in the database structure, subject access, and search strategies, with emphasis on the DIALOG versions of these files. It is noted that other strategies are generally applicable. Examples of records from each of the databases are included. (SD)

ED 310 846 PS 018 050

Wardle, Francis
A Case Against Public School Early Childhood and Preschool Programs.
PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Bureaucracy; Day Care; Early Childhood Education; Educational Environment; Educational Policy; *Educational Trends; *High Risk Students; Models; *Parent Responsibility; *Preschool Education; Public Policy; *Public Schools; Religious Cultural Groups
IDENTIFIERS- Critical Analysis; *Project Head Start; Society of Brothers

This book, which is based on the personal and professional experience of a Head Start program director, presents a detailed argument against funding early childhood programs through local school districts. Chapter I examines the fact that so many children in the wealthiest country of the world have such a small chance to succeed. Chapter II argues that it doesn't make sense to add state-funded preschools and early childhood programs to the bureaucratic mess of the schools. Chapter III envisions the possibility that if the school becomes the authoritative child caregiver, parents will relinquish the caregiver role. Chapter IV asserts that new public preschool and early childhood programs will encourage kindergarten entrance requirements and reinforce the idea that the child must be ready for kindergarten, rather than the reverse. Chapter V points out that elementary school buildings and playgrounds are not soft, supportive, and secure environments for 2-, 3-, and 4-year-olds. Chapter VI indicates disturbing trends resulting from the acceptance of child care for children under 5 years of age. Chapter VII describes the author's model for good infant and early childhood programs, namely, those developed by the religious communities of the Society of Brothers. Chapter VIII presents conclusions. (RH)

ED 310 935 SE 050 881

McAleer, Neil
Space Shuttle: The Renewed Promise.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NASA-PAM-521
PUB DATE- 89
NOTE- 29p.; Colored photographs will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; *Satellites (Aerospace); *Science History; Science Materials; Science Programs; *Scientific Personnel; *Space Exploration; *Technological Advancement
IDENTIFIERS- National Aeronautics and Space Administration; *Space Shuttle

This booklet describes the history of the space shuttle, especially after the Challenger accident. Topics include: (1) "Introduction"; (2) "Return to Flight: The Recovery"; (3) "Space Shuttle Chronology"; (4) "Examples of Other Modifications on Shuttle's Major Systems"; (5) "Space Shuttle Recovery Chronology"; (6) "Poised for Launch: Space Shuttle and Crew"; (7) "Versatile Achievements; The First Twenty-Four Flights"; (8) "Selected Space Shuttle Mission Achievements and Firsts"; and (9) "The Space Shuttle into the 21st Century." (YP)

ED 310 641 FL 018 153

Dalle, Teresa S.; Inglis, Margaret J.
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
PUB DATE- 11 Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; English (Second Language); Evaluation Criteria; Faculty Evaluation; *Foreign Nationals; Higher Education; *Language Proficiency; Language Tests; Measures (Individuals); Questionnaires; Speech Skills; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teaching Assistants; Test Reliability; Videotape Recordings
IDENTIFIERS- *Memphis State University TN

In a study of the reliability of an English language proficiency test for non-native teaching assistants (NNS TAs), 18 NNS TAs were administered the SPEAK Test. The results were compared with student evaluations of the intelligibility and clarity of the TAs' classroom speech. Despite problems with the SPEAK Test, the measure was considered a valuable primary screening device. Several of the highest-scoring TAs on the SPEAK Test were not rated highly by students, suggesting the possibility of other variables affecting student evaluations. A questionnaire was administered to the students for evaluation of the TAs' communication style, and the students also completed the usual faculty evaluation form. The subconstruct "attentiveness" on the communicator style measure was the only variable showing a high degree of correlation with assessments of teacher performance. Videotapes of the TAs in a mock teaching situation were used to further examine the attentiveness factor in the classroom performance of three of the NNS TAs. It is suggested that teacher attentiveness can compensate for deficiency in English speech skills. The undergraduate student questionnaire is appended. (MSE)

ED 310 656 HE 022 719

McKernan, Jim

Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects.

PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *College Curriculum; Comparative Analysis; *Curriculum Research; *Foreign Countries; Higher Education; Models; Research Needs; Surveys
IDENTIFIERS- *Ireland; Northern Ireland; United Kingdom; United States

Curriculum research is reviewed. In Part 1, a survey is reported that was designed to: (1) acquire information on action research projects in Ireland (North and South), the United Kingdom, and the United States; (2) determine the principal method of data collection; (3) identify the rank-order priority of constraints on research; (4) classify studies as practical, scientific, or critical; (5) identify reasons for action research; and (6) identify influential action researchers and exemplars. The following factors were identified and rank-ordered as constraints on action research: time to do research; lack of resources; problems in school organization; acquiring skills and knowledge to conduct research; division of labor in curriculum research; and the language of educational research. In Part 2, aspects of the three-nation action research project are discussed, focusing on models of action research labeled scientific, collaborative, and critical conceptions. It is argued that educational institutions and publishers have tended to constrain the development of an international conception of educational action research. Contains 28 references. (KM)

ED 310 684 HE 022 789

Prestine, Nona A.

Political Systems Theory as an Explanatory Paradigm for a Governance Conflict.

PUB DATE- Mar 89

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- College Administration; *Decision Making; *Educational Policy; Governance; *Government School Relationship; Higher Education; *Institutional Autonomy; *Politics of Education; Teacher Education; Theories

IDENTIFIERS- *University of Wisconsin Madison

A case study examining the conflict between the University of Wisconsin (UW)-Madison and the Wisconsin Department of Public Instruction (DPI) over who has decision-making authority over the content of the teacher education program is presented. Factors leading to the exacerbated struggle between UW-Madison and DPI are examined, noting Easton's political systems theory (1965, 1966) for an explanatory model to analyze the variables and processes by which DPI gained control of the teacher education program from the school. Specific focus was on internal variables from within the university which contributed to the loss of control; external forces that supported the DPI's efforts; and political processes, exchanges, and interactions involved in the conflict. The study used a set of 35 open-ended interviews with key actors and representatives of relevant stakeholder and interest groups involved in the issue. Respondents discussed the relevant areas of conflict; then these data were analyzed. A second interview focused on themes emerging from the data analysis. The political systems theory in data analysis was examined in terms of: (1) internal system variables such as role of organizational saga, insularity and isolation, pluralistic nature of the School of Education, and decentralization; and (2) external variables such as environmental mood, coalition of interest groups, role of the state superintendent, variable conditions causing system stress, and system attempts at coping with stress. These internal and external variables determined the process of exchanges and transactions between the university and the DPI. Contains 45 references. (SM)

ED 310 755 IR 013 958

Electronic Learning Centers. Grades 1-3.
North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
PUB DATE- Mar 89
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary School Students; Instructional Materials; Language Arts; *Learning Activities; *Learning Centers (Classroom); Library Skills; Mathematics Instruction; Microcomputers; Primary Education; Social Studies; Teaching Guides

This book contains directions for creating learning centers for use in grades 1-3 which use both computer and traditional activities. Information on each center includes goals and objectives, a time requirement, and specific guidelines for management of the activity. Required materials, including software, are indicated, and masters to duplicate for student use are provided. Subject areas include mathematics, social studies, science, language arts, and library skills. (GL)

ED 310 769 IR 052 828

Albirtton, Rosie L.
Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
Missouri Univ., Columbia. Library.
SPONS AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Jan 89
NOTE- 47p.
GRANT- CLR-3103
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Career Development; *Curriculum Enrichment; Higher Education; *Internship Programs; *Library Education; Mentors; Program Evaluation; Questionnaires; Student Experience
IDENTIFIERS- *Intern Scholar Program MO

This report summarizes the activities of the last 18 months (July 1987 to December 1988) of a 2-year Intern-Scholar Program at the University of Missouri-Columbus, which was designed to develop a program that would provide opportunities for the development of leadership potential within an extended post-graduate internship. It is noted that program activities were based on the developmental approach and designed to build self-knowledge and teamwork skills. The first of three sections of the report includes the names and credentials of the 11 first- and second-year intern-scholars, each of whom had fewer than three years of professional experience, and a list of the seminars, guest speakers, and presentations offered during 1987-88, as well as descriptions of courses from three diverse schools in the university completed by the interns; the interns' mentoring arrangements with senior librarians; and administrative internships through which the interns could increase their understanding of issues and problems facing higher education and of possible unmet needs on the campus. Other activities of the interns are also noted. The second section: (1) assesses the types of data available for determining the effectiveness of the Intern-Scholar program; (2) plans the follow-up investigation, which will use feedback questionnaires to help measure long-term impacts of the program; and (3) summarizes the interns' reactions. A discussion of the results of the study concludes the report. Five appendixes, which make up the major part of the report, include a copy of the intern questionnaire and their responses; a certificate of completion; an ALA poster abstract and handout; and program schedules, forms, and notices. (SD)

ED 310 782 IR 052 857

Wilson, Lucy, Comp.
Collection Development Policies for the RWC Learning Resources Center.
Cincinnati Univ., OH. **Raymond Walters Coll.**
PUB DATE- Apr 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Libraries; Higher Education; *Learning Resources Centers; *Library Acquisition; *Library Collection Development; *Library Collections; Library Statistics; *Policy; Two Year Colleges

This manual begins by providing background on the program, collection, and acquisition processes of the Raymond Walters College (RWC) Learning Resources Center. The next section describes collection development policies for: (1) the academic departments (Animal Health; Behavioral Sciences; Biology; Business and Economics; Chemistry; Dental Hygiene; English and Speech; Foreign Language; History, Philosophy, and Art; the Learning Resources Center; Mathematics, Physics and Computer Science; Nuclear Medicine; Nursing; Office Administration; and Radiology); (2) administrative departments (Admissions, Business Office, Career and Personal Development Center, Dean's Office, the Learning Resources Center, Office of Educational Services, Registration and Records Office, Student Health Services, and Student Services Office); and (3) affiliated units (RWC Bookstore and YWCA/RWC Child Care Center). Policies for the special collections (audiovisual, browsing, microform, reference, reserve, and serials) are covered in the third section. The appendixes include: (1) the American Library Association (ALA) Definition of Collecting Levels; (2) RWC Learning Resources Center Policy on Gifts; (3) Library Bill of Rights; (4) ALA Standards for Two-Year College Learning Resources Programs; (5) statistics on percentage of Learning Resources Center service provided to each department; and (6) the form used for collecting data on policies. (MES)

ED 310 861 PS 018 260

Haber, Julian S.
A Four Stage Approach to Early Childhood Intervention.

PUB DATE- Jul 89
NOTE- 22p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Early Intervention; *Handicap Identification; *High Risk Persons; *Infants; Medical Services; Models; *Primary Health Care; Screening Tests; *Toddlers

This paper describes a model for the involvement of primary health care personnel in the identification and treatment of developmental disabilities as a part of early childhood intervention programs. The integrated multidisciplinary model is divided into four stages. During the first stage an assignment of prenatal, perinatal, and postnatal risk is made. The second stage consists of rapid screening, including administration of the Denver Developmental Screening Test, the Infant Rapid Screen, or other screening instruments. The third stage consists of referral for a comprehensive interdisciplinary developmental assessment of those children identified as being at risk. Stage four, consisting of assumption of medical responsibility, includes the role of pediatricians or other primary health care providers to provide case management and contribute to solving the multiple problems of these youngsters. The last stage would include follow through and coordination of subspecialty and special medical services, routine medical care, and participation in the comprehensive treatment and remediation plan designed by all the professionals who are involved with the child and family. (RJC)

ED 310 877 PS 018 292

Thompson, Spencer K.; And Others

A Longitudinal Study of Extremely Popular Children.

PUB DATE- 29 Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Elementary School Students; Elementary Secondary Education; Longitudinal Studies; Peer Relationship; *Popularity; Public Education; *Secondary School Students; *Social Status; *Student Characteristics

This longitudinal study examined the differences between extremely popular children and their peers, and the persistence of the patterns of differences. Teachers identified 19 extremely popular children in kindergarten through sixth grade. These students were compared with 38 randomly selected children from the teachers' classes. A multitrait-multimethod analysis demonstrated that teachers accurately chose extremely popular children. Independent observer and peer nominations, but not student self-ratings, confirmed teacher accuracy. Popular children tended to be more adept in intellectual ability, social-emotional control, social skills, and physical competence. Six years later, the 10 extremely popular students and 9 randomly selected students still in the schools were reexamined. When compared to their classmates in secondary school, the extremely popular children were still popular but did not maintain the extreme popularity they had in grade school. Some teacher ratings from grade school correlated with self-ratings. Peer nominations did not show the same strong patterns of relationships among the various personality characteristics found earlier. (Author/RJC)

ED 310 905 RC 017 191

Ideas That Work in Small Schools Grades 7-12 .
DMA, Davis/McDonald Associates, Dryden, NY.
SPONS. AGENCY- American Agriculturist Foundation, Inc., Ithaca, NY.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- 89
NOTE- 20p.; For elementary programs, see RC 017 192.
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 S. Main St., Andover, MA 01810 (order no. 9058, $8.50 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Improvement; *Educational Innovation; Educational Practices; *Improvement Programs; Public Schools; Rural Education; *Rural Schools; School Districts; Secondary Education; *Small Schools
IDENTIFIERS- *Promising Practices

This packet describes 12 promising practices identified in small and rural secondary schools in New Hampshire, Maine, Vermont, and New York. Descriptions of the following innovations are presented: (1) two small school districts and local and state businesses that cooperated to provide a Mathematics Education for Gifted Secondary School Students program; (2) three part-time high school teachers who served as part-time administrative assistants, freeing the principal to concentrate on instructional leadership; (3) an 11th grade American history course that incorporated study of an old New England town's architectural resources; (4) a rural school district that developed a comprehensive program for academically gifted and artistically talented junior high school students that included guidance for students and parents; (5) high school sophomores who learned resume writing skills and participated in interviews with local businessmen; (6) six small school districts (feeding students to a common high school) that moved toward standardizing the curriculum for grades 7 and 8; (7) development of a "basic curriculum" for high school students that provided slow learners with a mainstream position in the school; (8) a rural high school with wooded acreage that created an Introduction to Forestry course which includes the harvesting of maple syrup; (9) a junior high school that developed a curriculum module on computer communications, online search strategies, and information retrieval in computer databases; (10) a high school class ranking system that gave greater weight to academically rigorous electives and awarded extra points for student research projects; (11) secondary students who participated in a voluntary evening study program; and (12) a music teacher who used a hands-on approach to involve junior high school students in traditional music. (SV)

ED 310 919 SE 050 857

Reglin, Gary L.
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; Computer Uses in Education; Higher Education; *Locus of Control; Mathematical Enrichment; Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; Mathematics Teachers; *Minority Groups; Preservice Teacher Education; *Teacher Qualifications; Teacher Recruitment

South Carolina requires that prospective teachers pass an Education Entrance Examination (EEE) consisting of three parts--writing, reading, and mathematics. Minorities are having difficulty passing the mathematics portion of this test. This study investigated the effects of computer-assisted instruction (CAI) on basic skills mathematics achievement and locus of control of minority students seeking admission to teacher education programs. A pretest/posttest experimental group design was used. Forty-nine EEE mathematics seminar students (all were blacks except one) were randomly assigned to an experimental group and a control group. The seminar was continued for six weeks (18 sessions). The primary difference between the two groups was that the experimental group received 30 minutes of CAI in mathematics during each session. The results of statistical analysis showed that the CAI increased the students' mathematics scores and that they developed a more internal orientation through its use. (YP)

ED 310 951 SO 020 160

Social Studies 30. Grade 12 Diploma Examination.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 89
NOTE- 32p.; For related document, see ED 302 460 and ED 299 174.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Current Events; Economics; Essay Tests; Foreign Countries; Grade 12; High Schools; Multiple Choice Tests; Political Science; *Social Studies; World Geography; World History; Writing Evaluation
IDENTIFIERS- *Alberta

The Alberta, Canada, Social Studies examination for grade 12 contains 70 multiple choice questions covering the following subjects: political ideologies, economics, world geography, world history, and current events. The questions are often related to political cartoons, charts, maps, or a series of quotations that precede the question(s). Two essay questions are presented, one of which is to be chosen and answered in the space provided. The answers to the test questions are not given. (JB)

ED 310 966 SO 020 190

Fineberg, Carol
The Network Notebook: A Casebook for the Arts in Education.
New York State Education Dept., Albany.
SPONS. AGENCY- New York Foundation for the Arts.; New York State Council on the Arts, New York.; New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Cooperation; *Cooperative Programs; *Demonstration Programs; Elementary Secondary Education; Networks; *State Programs
IDENTIFIERS- *Art In Education; *New York

Eight New York state school districts received funding to establish models in arts education and to form an Arts in Education (AIE) network. The purpose of the AIE is to share with the rest of the state its findings and experiences. The model sites share a number of essential characteristics, among them: (1) coordination; (2) art and music specialists; (3) regular involvement with arts and cultural organizations; (4) an arts advocacy role; (5) interdisciplinary study; (6) and the superintendent's personal interest. The partnerships that each model program established with area arts organizations are listed. Each program is described in depth according to goals, strategies, and a summary. Other New York arts education programs (e.g., Arts-Infused Social Studies Curriculum), funding suggestions, and related service organizations are listed. The appendix contains samples of curriculum and staff development activities, an AIE Caravan Course (suggested field activities), and a 9-item AIE bibliography. (PPB)

ED 310 995 SO 020 241

Adesiyan, H. Rose
Living Research: Oral History in the Black Community.
PUB DATE- 11 Mar 89
NOTE- 13p.; Paper presented at the National Social Science Association Conference (Kansas City, MO, March 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; *Black Community; *Black History; Blacks; Black Studies; Change Agents; Community Change; Interviews; *Local History; *Oral History; *Primary Sources; *Social History
IDENTIFIERS- *Indiana (Hammond)

Both blacks and whites arriving in Hammond, Indiana in the late 1800s and early 1900s played significant roles in its development. The role of the early black settlers has been largely untold outside the black community and is thus unappreciated. The goal of this project was to change this historical neglect. Statistical data from traditional sources provided limited information, while the use of the manuscript census forms filled out by census workers as they made their rounds and current project oral history interviews provided the internal dynamics and inner realities of black people as history-makers in Hammond. Eighty- and ninety-year-olds recalled the days when blacks could live only in one "designated" area of the city, and when single working blacks lived in a tent city provided by local merchants while saving money to claim a wife. Tales of scandal, tribulation, hard work, and entertainment were intertwined. The project became a source of pride as black residents related tales with honesty and simplicity of various firsts: the first black to buy a house, the first black high school and college graduates, the first black foreman and the first black owner of a local business. That most blacks endeavored to help improve the lives of other blacks is evident. A copy of the questionnaire used to locate possible interviewees and a 28-item bibliography are included. (JB)

ED 311 010 SP 031 432

Noel, Jana

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education.

PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Educational Research; *Research Methodology; Social Science Research; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics

New research programs on teaching have examined teacher thinking, reflective teaching, and the possibility of teachers using practical arguments in their teaching. The changes in educational research have their basis in social science conceptions of research, which have shifted through the years. The shift from logical positivism to a more ecologic naturalistic theory of research has led to an increased interest in teacher cognitive processes. This paper is based on the belief that teachers' beliefs, desires, and intentions are as equally important as their behaviors. It proceeds under the belief that the research perspective which takes these cognitive variables completely into account will be the one of most help to teachers and teacher education. The hypothesis of the paper is that the study of teacher cognitive processes, and especially the study of the use of practical arguments by teachers, can only now, as a result of the shifting social science conceptions, be seriously considered. (JD)

ED 311 026 SP 031 485

Kalliopuska, Mirja
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
PUB DATE- Jul 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Creativity; *Dance; *Empathy; Foreign Countries; *Personality Assessment; Preadolescents; *Self Esteem
IDENTIFIERS- *Ballet Dancers; Finland

This study examined the effect of the active pursuit of ballet as a hobby on personality. The study group consisted of 62 members of the junior ballet of the Finnish National Opera, ranging in age from 9 to 17 with the majority under 14. The dancers were given four self-esteem questionnaires which measured empathy, creativity, and other personality factors and a list of interests was also used to measure the dancers' inclinations. Compared with Finnish-speaking school students who acted as a control group, the ballet dancers had a significantly higher interest in music, singing, acting, writing, drawing and handwork, and less interest in technology. It is concluded that ballet mainly develops a junior's self-expression, improves self-esteem and self-respect, creates self-confidence and develops sensitivity and empathy. (JD)

ED 310 712 HE 022 877

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.

Illinois State Scholarship Commission, Deerfield.

PUB DATE- Jul 86
NOTE- 307p.; For volume 2, see HE 022 878.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Access to Education; Black Students; *College Choice; Enrollment; Federal Aid; Federal Programs; Higher Education; Hispanic Americans; Minority Groups; Private Colleges; Program Effectiveness; Program Evaluation; Proprietary Schools; *State Aid; State Colleges; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- California; Illinois; Indiana; Minnesota; New Jersey; New York

The National Association of State Scholarship and Grant Programs/National Council of Higher Education Loan Programs conference on student aid is reported. Following the conference agenda and lists of registrants and conference speakers, the following papers are presented: (1) "Reinterpretation of Hansen's Census Data" (John B. Lee); (2) "Assessment of the Minnesota Tuition/Financial Aid Experience" (Susan Urahn); (3) "Middle Income Choice Problems in Illinois" (Thomas G. Mortenson); (4) "Institutional Selectivity and Higher Educational Subsidies" (John A. Muffo); (5) "How to Tell If Federal Student Aid Programs Are Working" (Michael McPherson); (6) "Overview of the Minority/Poverty Enrollment Problem" (Reginald Wilson); (7) "California State Report" (Samuel M. Kipp); (8) "New Jersey State Report" (Fran Atchison); (9) "Indiana State Report" (John Muffo); (10) "Illinois State Report" (John W. Huther); (11) New York State Report" (Marilyn Sango-Jordan); (12) "Southern States Report" (Joseph L. Marks); (13) "Access to Higher Education for Blacks and Hispanics in Chicago" (Gary Orfield); (14) "Financial Aid Packaging Policies Used for Minorities" (Robert Fenske); (15) "International Perspectives on Student Financial Aid" (Bruce Johnstone); and (16) "Survey Design and Administration" (Diane O'Rourke). References are provided at the conclusion of individual papers. (KM)

ED 310 727 IR 013 829

Beasley, Augie E.; Palmer, Carolyn G.
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Design Requirements; *Electronic Publishing; Elementary Secondary Education; Information Dissemination; *Layout (Publications); *Material Development; Media Specialists; Microcomputers; *Newsletters; *Production Techniques

This guide provides the highlights of a demonstration session on how to prepare a newsletter using Multiscribe and Appleworks, as well as suggestions for preparing other publications. It includes basic guidelines for preparing a newsletter; directions for using Multiscribe/Appleworks to produce a newsletter; a sample media center newsletter; guidelines for developing bookmarks and booklists, brochures, flyers/announcements, computer information sheets, a calendar of events, and handbooks; examples of materials produced for the media center at East Mecklenburg High School (North Carolina), including a computer information sheet and a calendar of events; and lists of selected sources of clip art and information on newsletters/media publications. (EW)

ED 310 741 IR 013 936

Collis, Betty
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
PUB DATE- Jul 88
NOTE- 32p.; Paper presented at EURIT '88 (Lausanne, Switzerland, July 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Planning; *Input Output Analysis; *Instructional Effectiveness; *Microcomputers; Models; *Systems Analysis; *Use Studies

Previous work assessing the effectiveness of computers in education has gone no further than acknowledging a network of interconnected variables (comprising a system) which contribute to computer impact and describing its component parts. An impact systems model developed by Glasman and Bibiaminov (1981) has been adapted to facilitate measurement of change in a school's outcomes. This model examines cognitive and affective changes brought about by change in a school's inputs, including student background, school conditions, teacher characteristics, instructional integration of computer use, student attitudes, type of computer use, and hardware and software characteristics. Application of the model to the improvement of computer impact involves examining variables from the perspectives of manipulability and critical upper and lower bounds, which involves the determination of which variables are most important to the successful functioning of the overall system. The model can guide strategy for the improvement of computer impact in schools. The final level of consideration for decision makers relates to identifying effective mechanisms for manipulating critical variables toward "upper bound" characteristics, where particular variables are powerful enough to make the system likely to be successful regardless of other variables. Three possible intervention approaches are increased funding, changes in national or regional policy, and changes in teacher training or retraining. (GL)

ED 310 809 JC 890 415

Ackermann, Susan P.
Evaluation of the Supergraduate Program, Phase 1.
California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
PUB DATE- Sep 89
NOTE- 20p.; For a related report, see JC 890 416.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; College Preparation; Community Colleges; Disadvantaged; *Minority Groups; Program Descriptions; *Program Evaluation; Questionnaires; *Student Motivation; Writing Skills
IDENTIFIERS- *Supergraduate Program CA

The Supergraduate program was developed by Hamilton High School (HHS), West Los Angeles College, and the University of California at Los Angeles to motivate and prepare underrepresented, "B minus" and "C plus" students to graduate from high school and consider pursuing postsecondary education. Twenty-five students started the program by taking a five-unit English grammar course at HHS in the summer of 1989. In the first phase of a planned evaluation of the program, a questionnaire was distributed to these students to determine the effect of the program on student competence in critical thinking/writing and to measure changes in student attitudes toward further education. An analysis of the 22 completed questionnaires revealed the following: (1) 77% of the respondents were female, over 90% were between the ages of 15 and 16, and 54% were Black, 18% Latino, 9% Mexican-American, 9% White, and 5% Filipino; (2) by the end of the program, all students indicated that they had a more powerful vocabulary, an improved use of English grammar and writing skills, and were able to express their ideas more clearly in writing; (3) all of the students expressed a recognition of the importance of solid English and writing skills; (4) mandatory attendance requirements, working in groups when composing and revising, and written comments/feedback from the instructor were cited as helpful features of the course; (5) students indicated that most of their parents believed their child could succeed in school and that they should attend college; and (6) students stated that the program helped them to gain a better sense of their academic ability, helped motivate them to attend college, and helped them to gain confidence in their ability to succeed at college. The study concludes that the program was successful in improving skills and motivation, but cautions against drawing any long-term conclusions since not all of the students completed the course and almost 50% received a grade of "C" or worse. The student questionnaire and response percentages are appended. (VVC)

ED 310 821 JC 890 429

Wittstruck, John R.; And Others
Challenges and Opportunities: Minorities in Missouri Higher Education.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Nov 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Access to Education; *Affirmative Action; Age; *Black Students; College Bound Students; College Transfer Students; Community Colleges; Demography; *Enrollment Trends; Higher Education; High School Students; *Minority Groups; *Policy Formation; *Population Trends; School Holding Power; State Surveys; Statewide Planning; Student Attrition; Student Recruitment; Teacher Recruitment
IDENTIFIERS- *Missouri

An overview is provided of the issues related to the participation and retention of minorities in higher education in Missouri and the nation. Part I argues that significant interventions are needed to increase minority enrollment in postsecondary education in order to avert serious social and economic consequences. This section cites demographic, educational, and labor market trends that support this contention and presents the Missouri State Higher Education Executive Officers' recommendations regarding necessary interventions. Part II offers birth rate and college-age population projections by racial/ethnic group for the years 1990 to 2050, emphasizing the rapid growth of the minority population in the United States, especially within the traditional college-age group. Part III examines national and statewide enrollment and retention trends among minorities, stressing that past gains in minority participation in higher education, both as students and faculty, have eroded at a precipitous rate. Drawing from a review of the literature, part IV highlights state policies and exemplary institutional programs and strategies for recruiting minorities and improving their retention in higher education. Finally, part V identifies the types of databases that will be needed by educators to develop intervention strategies for improving minority participation; highlights five areas in which comprehensive needs assessments should be conducted; and suggests the development of several types of programs focusing on outreach, articulation, testing, remediation, work-study, financial aid, and faculty recruitment. The appended paper, "Trends and Issues of Minority Participation in American Higher Education," examines high school graduation and college participation rates, the transition from high school to college, minority enrollment in undergraduate and postgraduate education, community college transfers, recruitment and retention in four-year institutions, minority faculty role models, campus climate, institutional support services, and faculty recruitment and retention trends. (JMC)

ED 310 891 RC 016 869

Miller, Lawrence M.
The North Park Project: Effective Schools/Effective Teachers.
Ohio County Board of Education, Wheeling, W. Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 87
NOTE- 159p.; Some pages contain light or broken type. Best copy available.
GRANT- ERI-G-86-0044
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Environment; Educational Objectives; *Educational Planning; *Improvement Programs; Primary Education; Research Utilization; *School Effectiveness; Small Schools
IDENTIFIERS- *Learning Environment; *Ohio County School District WV
The staff of North Park School, a small urban/suburban primary school (K-3) in Wheeling, West Virginia, made their school more effective by implementing well planned and coordinated changes based on current research. The belief that all students can learn is an important characteristic of an effective school. Therefore, the goal of the North Park Project was a learning climate in which students would achieve, whatever their socioeconomic or ethnic background. Project objectives were: (1) providing a continuous in-service program to familiarize staff with concepts of effective schools/teachers and school management; (2) developing a school plan for parental involvement; (3) increasing learning opportunities for students by using models of direct instruction and time on task; (4) developing an assessment program for basic skills, including rapid feedback systems to check achievement; (5) developing an academic improvement plan covering reading, oral and written communication, and mathematics; and (6) extending training services to staff at other schools. An outline provides practical details of activities undertaken to meet each of these objectives. The report describes previous conditions, remedial actions undertaken, and effects on the structured learning environment, academic feedback, school and teacher expectations, and time as a factor in learning. Appendices include an implementation schedule for other schools to follow, and forms and data related to discipline, attendance, parental involvement, and retentions.

(Author/SV)

ED 310 936 SE 050 882

The Best We Can Be.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 89
NOTE- 41p.; Colored photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; *Lunar Research; *Satellites (Aerospace); Science Materials; *Science Programs; Scientific Personnel; *Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration; Spacelab; *Space Shuttle

This booklet describes the manned space flight record of the National Aeronautics and Space Administration (NASA). Sections include: (1) "The Early Days" (describing the Mercury and Gemini missions); (2) "Going to the Moon" (summarizing the Apollo missions); (3) "An Orbital Workshop" (discussing three manned skylab missions); (4) "International Cooperation in Space"; (5) "The Space Shuttle Era" (outlining 27 space shuttle missions); (6) "Key to the Future" (explaining the future plans for America's manned space program); and (7) "Manned Flight Awareness--And You" (describing the Awareness Program for ensuring astronaut saftey and mission success). Government centers and major contractors supporting the Space Shuttle Program are identified and described in the appendices. (YP)

Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.

Office of the Special Assistant for the Bicentennial of the United States Constitution (Army), Washington, DC.

REPORT NO.- PIN-902006-000
PUB DATE- 89
NOTE- 134p.; For the original resource guide, see ED 299 182; for supplement 1, see ED 302 441.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- *Armed Forces; *Constitutional History; Military Service; *National Defense; *Presidents of the United States; Social Studies; *United States History
IDENTIFIERS- *Bicentennial; *United States Constitution

The Department of the Army has been chosen to be the executive agent for the Department of Defense (DOD) programs celebrating the Bicentennial of the United States Constitution. The DOD commemorative focus is fourfold: (1) to demonstrate the role and relationships of the military in national government; (2) to provide educational and historical lessons for soldiers, sailors, airmen, marines, their families, and civilian employees; (3) to instill a sense of the commitment, values, leadership, and public service of the 23 soldier-statesman signers; and (4) to emphasize civilian control over the military. A thorough discussion of the constitutional provisions for the establishment of the first Congress, the Departments of War and Army, and the Office of the President and Commander in Chief is presented. The military service records of the 23 men who served both in the armed services and as president are given, along with a collection of their memorable quotes. The major DOD commemorative programs are: (1) the Constitutional Commitment Program, emphasizing education and oath reaffirmation; (2) the Bicentennial Defense Community Program, listing the participating defense communities; (3) the Exceptional Merit Recognition Program, with a listing of the 76 commemorative programs so chosen; and (4) the Adopt-A-School Program, an investment in enriching the educational process through defense organization participation. Several activities and ceremonies are recommended. Lists of resource materials and commemorative items are provided. A 1989 calendar inscribed with the daily events of the year 1789 is also included. (PPB)

ED 310 671 HE 022 775

Roundtree-Wyly, Jeanie; And Others
A Comparison of Learning Styles in Traditional and Non-Traditional Students.

PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Instruction; College Students; Comparative Analysis; *Conventional Instruction; Experimental Teaching; Higher Education; *Learning Strategies; *Nontraditional Education; Teaching Methods

An investigation of learning styles appropriate for traditional and non-traditional styles is presented. Identification of learning styles that contribute to the learning process in the classroom for students is important for educators in assisting them to achieve their professional goals. The learning styles measured are print, aural, interactive, visual, haptic, kinesthetic, and olfactory. The study worked with 135 undergraduate and graduate students enrolled in classes in the education department of a medium-sized, midwestern university. The Perceptual Learning Style Inventory was used to determine learning style preferences. The results show the hypothesis of a significant difference between traditional and non-traditional students was not supported with the between group analyses. However, when rank-ordered, the kinesthetic style was higher in the traditional group than the non-traditional group. It is recommended that this study be repeated with a larger, more generalized population. Three tables are included. Contains 5 references. (SM)

ED 310 699 HE 022 806

Salehi, Saeed; And Others
AIDS: A Statewide Survey of Students' Knowledge and Attitudes.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *High School Students; Questionnaires; Secondary Education; *Sex Education; *Sexuality; *Student Attitudes; Student Behavior; Surveys

A survey was conducted of 817 high school students in representative school districts in Maryland to: determine AIDS-related knowledge, beliefs and practices of high school students by grade, sex, age, and race; assess the perceived behavior of their peers and themselves; and assess the level of students interest in, and effectiveness of, AIDS education. Six school districts were selected, and a high school in each district volunteered to randomly survey a group of students. Analyses of the responses by demographic characteristics, gender, age and ethnicity are presented. Results include the following: (1) urban students' knowledge of HIV transmission modes lags behind the results from the total state; (2) most students are aware that they can get AIDS, but there is a high level of perceived competence to avoid getting the disease; (3) most students hesitated to be in the same classroom with an AIDS patient, although most did not think a person can get AIDS from going to school with an AIDS patient; (4) most students were familiar with preventive practices, but a small percentage are misinformed about prevention; (5) most say that most or almost all of their peers are having sexual intercourse, but less than a third said they thought most or almost all of their peers were using condoms; and (6) 93% wanted all the information about AIDS that they could get, and almost half said they had not studied AIDS in school. Results are discussed in terms of developing AIDS education programs. The questionnaire is appended. (KM)

Reisman, S.
Interactive Videodisc at California State University, Fullerton.
PUB DATE- Feb 89
NOTE- 9p.; Paper presented at the Society for Applied Learning Technology Conference on Interactive Instruction Delivery (7th, Kissimmee, FL, February 22-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Change Strategies; Computer Assisted Instruction; Courseware; *Demonstration Programs; *Diffusion (Communication); *Educational Innovation; Higher Education; Individualized Instruction; Instructional Design; Instructional Development; *Interactive Video; Learning Resources Centers; Program Descriptions; *Technology Transfer
IDENTIFIERS- *California State University Fullerton; IBM Infowindow System

In January 1987, California State University, Fullerton (CSUF), began to explore the potential of interactive videodisk (IVD) technology on its campus. The challenge of introducing an individualized instructional technology into a cost conscious and conventional teaching environment was formidable, considering the traditional orientation of instructors and the existing reward structure. Demonstration projects in business, chemistry, and foreign languages were developed to illustrate the multi-disciplinary nature of IVD. A simple-to-use IVD lecture authoring/presentation system was developed. A CSUF directory videodisk, intended to inform users about academic and nonacademic programs at the university, was designed and programmed in order to demonstrate the versatility of the medium to administrators and gain their support. In June 1988, CSUF hosted a two-day symposium for 140 faculty members of the California State University system in order to disseminate information about the IVD program. The formulation of a CSU IVD consortium was proposed and discussed. In September 1988, California State-Fullerton's successes resulted in the receipt of educational grants and industrial contribution to allow it to begin to assemble a multi-disciplinary IVD learning center. The center, comprised of 10 IBM InfoWindow Systems, is located on the main floor of the central library and scheduled to begin operations in the spring of 1989. (Author/GL)

ED 310 797 IR 052 890

Barnes, Alvin J., Comp.
CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
REPORT NO.- SBS-No.-1988-3
PUB DATE- Jul 88
NOTE- 27p.
AVAILABLE FROM- The Editor, Specialized Bibliography Series, Reference Section, National Library of Medicine, Bethesda, MD 20894 (single copies are free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computers; Computer Software; Costs; *Databases; *Electronic Publishing; Library Automation; Online Catalogs; *Optical Data Disks; Reference Services; Standards
IDENTIFIERS- MEDLINE; Workstations

This bibliography lists 371 selected citations to materials on CD-ROM technology and its applications. The first section includes journal articles subdivided by topical areas: (1) General; (2) Online Public Access Catalogs; (3) MEDLINE; (4) Bibliographies/Directories; (5) Hardware/Software; (6) Cost/Economics; (7) Databases; (8) Publishing; (9) Products; (10) Standards; (11) Libraries; (12) Document Delivery; (13) Evaluation; and (14) Work Stations. The second and third sections provide citations for 11 monographs and 9 serial titles respectively. An author index is included. (MES)

ED 310 833 JC 890 442

Quimbita, Grace
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-03
PUB DATE- Sep 89
NOTE- 5p.
CONTRACT- RI-880-62002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; Community Colleges; *Data Collection; Evaluation Criteria; Followup Studies; Institutional Administration; *Management Information Systems; *Outcomes of Education; Program Development; Research Design; Student Placement; Two Year Colleges
IDENTIFIERS- *Student Flow; *Student Information Systems

Student tracking systems are enabling increasing numbers of community colleges to respond to external demands for accountability with tangible measurements of student progress and institutional outcomes. Several recent trends in marketing, accountability, communications with students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student flow process should be monitored: awareness of the college, first inquiry about the school, formal entry, the college experience, completion, and followup. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate the information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, the designers must identify from the data elements routinely collected on each student those that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, progress, and followup. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management. (JMC)

ED 310 847 PS 018 135

Miller, Scott A.; And Others
Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; *Child Development; Cognitive Ability; *Etiology; *Parent Attitudes; Parent Child Relationship; Research Problems; Response Style (Tests)
IDENTIFIERS- *Accuracy; Preference Patterns

This report discusses studies on the accuracy of parents' judgments of their children's cognitive abilities and preferences, and the relationship of the accuracy of parents' judgments to their child's level of development. Prior research showed that parents have some knowledge of their children's abilities, and that the more accurately parents judge their children's performance, the better the children perform. The studies reported in this paper covered alternative explanations for the conclusion that knowledge of one's child contributes to the quality of the parent-child relationship and the child's development. The first study aimed to clarify the nature and effects of parental accuracy. The study included children at two age levels, their fathers and mothers, and five different cognitive tasks to which the child responded. This design allowed the researchers to see whether parents' accuracy varied as a function of type of cognitive ability and whether parents were consistent in judging their children. The second study examined parents' knowledge of their children's preferences. Findings confirmed a relationship between parents' accuracy and their child's cognitive level. Concluding discussion explores four possible explanations for such a relationship. (RH)

ED 310 862 PS 018 263

Negussie, Birgit
Health and Nutrition: Preconditions for Educational Achievement.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the International Meeting of the UNESCO Project to Improve Primary School Performance, Nutrition and Health (1st, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; Early Childhood Education; Elementary Education; Evaluation Criteria; *Family Influence; Foreign Countries; *Health Needs; *Nutrition; Public Education; Socioeconomic Influences
IDENTIFIERS- *Child Health

This paper discusses the importance of maternal and infant health for children's educational achievement. Education, health, and nutrition are so closely related that changes in one causes changes in the others. Improvement of maternal and preschooler health and nutrition is a precondition for improved educational achievement. Although parental education is often emphasized, for many women, responsibilities to the home and difficulties in obtaining transportation to school programs make it difficult for them to be involved in parental education. Educated siblings can contribute to younger siblings' health and nutritional status. In schools, teachers have difficulties finding time to teach health and nutrition as a separate subject, and qualified teachers for these subjects are lacking. Elderly people are important transmitters of health and nutritional behavior. In order for intervention to occur, assessments of beneficial food and health customs and of disease patterns should be made. A seven-step assessment procedure is suggested. (RJC)

ED 310 878 PS 018 295

Czeschlik, Tatiana; Rost, Detlef H.
The Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability.

PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Foreign Countries; *Gifted; Grade 3; *Personality; Primary Education; *Teacher Attitudes
IDENTIFIERS- West Germany

Some previous findings support the notion that there is a relation between temperamental characteristics of school children and the classroom management decisions of their teachers. Teachers' perceptions of children are known to influence their classroom behavior. This study specifically explored how teachers may overestimate or underestimate the intellectual abilities and achievement levels of their pupils according to their views of the pupils' temperamental characteristics. Headteachers were asked to provide information on the temperamental characteristics, intellectual abilities, and school achievement of 40 gifted and 40 non-gifted children. From a sample of 7,300 German elementary school children in the third grade, 40 gifted students belonging to the top 2 percent of their age group in intellectual ability were identified. For each gifted child, an average matched control from the same classroom was designated. Teachers rated each child in terms of intellectual ability and school performance. They also completed Keogh's short form of the Teacher Temperament Questionnaire. Preliminary data analysis suggests a relationship between teacher estimates of intellectual ability and school marks and two temperament factors: social flexibility and task orientation. Results are discussed in terms of their implications for elementary school children's academic and social development in the school setting. (RH)

ED 310 952 SO 020 164

Habiby, Raymond
Teaching Political Science in the Arab World.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (66th, Houston, TX, March 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Arabic; Censorship; Faculty; *Foreign Countries; Government School Relationship; Higher Education; *Political Science; *Politics of Education; Sanctions; State Church Separation
IDENTIFIERS- Africa (North); Islam; *Islamic Countries; *Middle East

There are many impediments to the development of political science as a true academic discipline in the Arab world. Each nation has its own ideological and political framework, and freedoms are determined within this framework. To operate outside this framework is considered an attack on the legality of the system and a possible threat to national security. Therefore, academic freedoms are limited and classroom instruction is a matter of delivering preplanned concepts. Objectionable professors and students are purged and information that is considered objectionable is not included when textbooks and journals are translated into Arabic. There is no separation of church and state in the Islamic world, so for a political scientist to discuss analytically the concepts of the Caliphate or such topics as nationalism, socialism, or Marxism is tantamount to heresy. Because Ph.D. programs are not well developed, graduates of the universities must go abroad for further study. When they return to teach, they bring with them the teaching methods, textbooks, and philosophical and ideological orientations of those countries in which they studied. This diversity creates problems as professors and administrators disagree on curricula, subject content, examinations, treatment of students, and research methods. The Arabic language is required for instruction but there is a shortage of textbooks and reference materials in Arabic. The faculty in the Arab world sense these problems and are attempting to resolve them. (JB)

ED 310 920 SE 050 858

Biron, Diane; Bednarz, Nadine

The Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.

PUB DATE- 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Diagrams; *Elementary School Mathematics; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; Mathematical Applications; Mathematics Education; *Mathematics Skills; Mathematics Tests; *Problem Solving
IDENTIFIERS- Canada; *Problem Solving Assessment

This research was concerned with the clarification of the role that the external representation process (e.g. drawing) plays in children's solving of complex arithmetic problems. Fourteen children in the 10- to 12-year-old age range were asked to represent and solve five complex arithmetic problems (three with temporal organization of data, two with spatial organization). The analysis of the representation process in relation to problem solving revealed that: (1) the older children had more ability to represent and to illustrate the relations between the data of the problem; and (2) discursive representation (reformulation of the problem by the child) seemed easier in the problems that called into play a temporal organization. The significance of these results for research in the area of problem solving in the teaching of mathematics is discussed. (Author/YP)

ED 311 027 SP 031 486

Purnell, James P.
A Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Breakfast Programs; *Dietetics; Eating Habits; Elementary Secondary Education; *Nutrition; Program Effectiveness; *Student Behavior

A review of the literature on the effects of breakfast on mental performance and scholastic achievement reveals a dichotomy between the theoretical and the empirical literature. Whereas theoretical considerations maintain that breakfast makes a significant difference in mental performance in the late morning hours, empirical evidence can be characterized as being inconclusive. These discrepancies are mainly due to ubiquitous experimental limitations and inherent conflict in the imposition of scientific structures upon human experience. (Author)

ED 310 642 HE 022 210

Pooyan, Abdullah; And Others

Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.

PUB DATE- Nov 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Change; Higher Education; Individual Characteristics; *Job Satisfaction; *Labor Turnover; Mail Surveys; *Nurses; *Predictor Variables; Questionnaires

Turnover rates for nurses are among the highest for all professional employees. This study investigated the potential predictors of registered nurses' intention to quit. Survey questionnaires were mailed to a population of 779 registered nurses from two hospitals in North Dakota. Approximately 4 weeks later, usable responses were received from 353 respondents, for an overall response rate of 45%. Stepwise regression analyses were used to examine the subjects' responses. The analyses revealed that the following variables combined to predict the nurses' intention to quit: satisfaction with promotion, satisfaction with supervision, the nurse's age, perceived performance constraints, the nurse's marital status, and her/his employment status. These results are discussed in terms of their implications for the management of nurses in hospital settings. The identification of promotional and career paths and the provision of supervisory training are suggested as areas in which hospitals should focus their attention in their attempts to manage nurse turnover. The questionnaire is appended. Contains 19 references. (Author/KM)

ED 310 685 HE 022 790

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 89
NOTE- 42p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (stock number, PS-89-1; $9.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Administration; Educational Planning; *Educational Policy; Government School Relationship; *Higher Education; Leadership; *Politics of Education; *Statewide Planning

A conversation among nine state higher education executive officers (SHEEDs) and two moderators is presented to stimulate discussion of the role of state higher education leadership among the SHEEOs themselves and within the statewide boards, the institutional and political communities, and among researchers. SHEEO members discuss how their jobs have changed in the current environment of change in the formulation of education policy. After an introductory section, the following topics are addressed: (1) the changing role of state higher education officers (demands of the job, pressures from outside, the influence of economic development, and evolving agenda); (2) what it takes to be a leader (personal traits and progress and strategies); (3) the changing nature of relationships (the role of board members, looking in or out, the role of the media, the role of political leaders, and the role of institutional presidents); and (4) current and future issues (minority participation, demographics, economic readjustment, technology, the changing family, and miscellaneous issues). (SM)

ED 310 713 HE 022 878

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.

Illinois State Scholarship Commission, Deerfield.
PUB DATE- Jul 86
NOTE- 311p.; For volume 1, see HE 022 877.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Access to Education; *College Choice; Federal Aid; Grade 8; Higher Education; Junior High Schools; Loan Repayment; Parent Financial Contribution; Private Colleges; Program Effectiveness; Program Evaluation; Proprietary Schools; *State Aid; State Colleges; Student Costs; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- Illinois; New York; *Paying For College

The following papers from the National Association of State Scholarship and Grant Programs/National Council of Higher Education Loan Programs conference on student aid are provided: (1) "The Employees Tuition Benefit Programs of the Fortune 1000 Companies: Summary of Survey Results" (Joseph P. O'Neill); (2) "The Interaction of Federal Student Aid and Welfare Policy" (Janet S. Hansen; (3) "Coping with the Costs: How Adults Pay Their College Expenses" (James W. Augustin and Carol Mishler); (4) "The New York State Aid for Part-Time Study Program: A Progress Report"; (5) "The Implications of Redefining Independent Student Status" (W. Lee Hansen, Roxanne W. Reeves, and Jacob O. Stampen); (6) "Parents of Illinois Eighth Graders: A Survey of Their Knowledge about Academic and Financial Planning for Their Child's Education beyond High School" (Rhonda J. Dixon); (7) "Family Contributions toward Higher Education Expenses: Their Amounts, Sources and Impacts" (Micheileen J. Doran, Alan P. Wagner, and Constance White); (8) "Loan Planning Models for State Agencies--What Insurance Fee Is Required to Maintain an Adequate Reserve Fund Balance?" (Paul G. Marble); (9) "Characteristics of GSL Borrowers in Repayment" (Joseph D. Boyd); (10) "The Use of Student Financial Aid to Attract Prospective

Teachers: A Survey of State Efforts" (Irene K. Spero); (11) "The Impact of Student Financial Aid on Career Choice" (David M. Arfin); (12) "Some Observations on Loan Debt Burdens" (Jerry S. Davis); and (13) "GSL Default Trends in New Jersey: Comparing Cohort Default Rates" (Lutz Berkner and Linda Gearl). References are provided at the conclusion of individual papers. (KM)

ED 310 742 IR 013 937

Feldmann, Shirley C.; And Others

An Observational Study of Social Processes in Microcomputer Classrooms.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- 28 Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Computer Uses in Education; Economically Disadvantaged; *Educational Sociology; *Group Dynamics; High Schools; *High School Students; *Microcomputers; Minority Groups; Motivation; Nonverbal Communication; Secondary Education; *Student Behavior; *Teacher Behavior

This observational study examined student and teacher verbal and nonverbal behaviors in microcomputer classrooms in a high school where most of the students are Black, Hispanic, or Asian, and almost half of them are classified as economically disadvantaged. A total of 125 students in grades 9 to 12 were observed, with 47 students in marketing, 18 in social studies, 29 in English, and 31 in stenography classes. The objectives of the study were to determine: (1) the effects on student behavior of grouping at the computer (individual or paired), student keyboard status (keyboarding, not keyboarding, taking turns), gender, type of class, gender of partner if applicable, and academic discipline; and (2) the effects on teacher behavior of student grouping at the computer (individual or paired), student gender, and academic discipline. The study provides evidence that two contextual variables--student grouping at the computer and academic discipline--seem to be related to social processes in the computer classroom. These variables produced variations in the nature and frequency of student behaviors, with students who were paired being more verbally active and showing more positive reactions to their work. There were also differing responses across disciplines,

probably linked to the particular curriculum that was observed. Teachers involved in whole class activities, as compared to individual interactions, gave a higher than expected frequency of procedural information. Results of analyses of the data are displayed in 22 tables. (5 references) (GL)

ED 310 770 IR 052 829

Fenly, Charles; Harris, Howard

Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.

Library of Congress, Washington, D.C.

REPORT NO.- ISBN-0-8444-0611-2

PUB DATE- 88

NOTE- 44p.

AVAILABLE FROM- Cataloging Distribution Service, Library of Congress, Washington, DC 20541.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Artificial Intelligence; *Computer System Design; *Expert Systems; Feasibility Studies; Library Automation; *Library Technical Processes; Literature Reviews; National Libraries; Technological Advancement

IDENTIFIERS- *Library of Congress

The Processing Services department of the Library of Congress initiated a project to learn about expert systems technology and to examine potential applications of expert systems to functions in their department, e.g., acquisitions, cataloging, and serials control. (An expert system is defined as an artificial intelligence computer program which uses knowledge and inference to address problems that human experts would normally solve in a particular domain of expertise.) The project and this report consist of two parts. Focusing on expert systems technology, the first part includes information gathered through a literature review to develop a working understanding of the concepts of expert systems, and includes sections on artificial intelligence; the characteristics of expert systems; uses of expert systems, including a discussion of applications in librarianship; how expert systems function; and the process and tools for developing expert systems. The second part reports on a study of the feasibility of using expert systems for technical processing in the Library of Congress, which collected data through a series of interviews and onsite visits to determine potential candidates for the application of expert systems technology. The report includes discussions of: (1) the methodology used; (2) the characteristics of a suitable expert system domain; (3) potential applications, i.e., shelflisting assistant, series consultant, and subject cataloging consultant; and (4) operations that were ruled out as potential applications areas, i.e., cataloging in publication, decimal classification, descriptive cataloging, National Union Catalog (NUC), exchange and gift work, ordering, overseas operations, and serials management. (24 references) (SD)

ED 310 783   IR 052 859

Rasmussen, Ruth J., Ed.

The Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).

Nebraska Library Association, Lincoln.

PUB DATE- 88

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; *Database Management Systems; Higher Education; Information Services; Interlibrary Loans; Library Circulation; Library Collection Development; *Library Role; *Library Services; Maps; *Online Catalogs; *Optical Data Disks; Preservation; Public Libraries; *Shared Resources and Services

IDENTIFIERS- dBase III PLUS; ERIC; OCLC

This report provides the text of four presentations from a joint meeting of the College and University and Special and Institution sections of the Nebraska State Library Association. In the first, "Cooperation among Multitype Libraries," Sherri Dux-Ideus describes the cooperation between Beatrice Public Library and the Beatrice Developmental Center Media Resource Center, including sharing an OCLC terminal and direct access to each other's collections. Issues discussed include helping library administrators conceptualize how resource sharing could provide better library service, the logistics of implementing a cooperative program, and future possibilities. In "One Short-Cut for Accessing Uncataloged Materials Using dBase III+ for Cartographic Materials," Greg Armento describes how a database management system was used to develop an extensive listing of maps by area and subject, and notes that, since the implementation of this database, which brings together information about map collections at the University of Nebraska-Lincoln in a concise one-page printout, circulation has increased over 180%. In "ERIC on CD-ROM: The Experience at Kearney State College," John G. Lillis discusses the introduction of the system; publicity; user aids; methods of tracking usage; effects on fee computer searching; and an evaluation of the system's cost. In "Archivalism, Utility, and Stateism in Cooperative Collection Development," Richard Allen explores the concepts of preservation, the universe of library resources, and increasing the library power and resources of the state through library resource sharing. (SD)

ED 310 967 SO 020 192

Zinsser, Judith P.
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
PUB DATE- 88
NOTE- 149p.; Maps and charts may not reproduce well.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Anthropology; Area Studies; Canada Natives; *Civil Liberties; Cross Cultural Studies; Cultural Awareness; *Cultural Background; *Cultural Education; *Cultural Interrelationships; Cultural Isolation; *Culture Conflict; Foreign Countries; *Indigenous Populations; Intercultural Communication; Secondary Education; Social Discrimination
IDENTIFIERS- *United Nations

Indigenous peoples number over 200 million and constitute four percent of the world's population. They live in every part of the world and share a tragic common history: invasion of their lands and alteration of their environment, abrogation of treaties, continuing violence against their peoples, discrimination and abuse, poor health care and disadvantaged living conditions, attacks on their beliefs and customs, desecration of their sacred sites, imposition of alien educational systems and language, and the undermining of their way of governance. Their past history and present reality raise profound human rights issues for all peoples. With this in mind, background information useful for teaching about indigenous peoples in grades 7 to 12 is provided. The world is divided into seven regions and the indigenous peoples of those regions and the significant issues are discussed. Additional reading materials and audio/visual aids are suggested for each unit. Techniques for the classroom and independent projects are suggested. A discussion of the United Nations recognition of the special needs of indigenous peoples and of its work to further the interests of these peoples is included. An appendix relating to the design and execution of the project concludes the document. Numerous maps and charts are included. (JB)

ED 310 996 SO 020 244

English, Raymond, Ed.
Teaching International Politics in High School.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-138-5
PUB DATE- 89
NOTE- 163p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($14.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civics; Controversial Issues (Course Content); Disarmament; Documentaries; Foreign Policy; Global Approach; High Schools; Instructional Materials; *International Relations; *International Studies; Modern History; National Security; Nuclear Warfare; *Peace; *Secondary School Curriculum; *World Affairs
IDENTIFIERS- United Nations

Approaches to teaching about international politics and avenues to peace should be realistic and pragmatic rather than based on generalities about global education and peace education. This volume contains essays on international economic relations, cultural and linguistic understanding, and the conflict of ideologies and value systems in international affairs. The 13 essays included are: "America, the World, and Our Schools" (W. J. Bennett); "International Politics and Global Education" (M. A. East); "The Realities of Foreign Policy Making" (J. P. Roche); "The New Look in Social Studies" (R. H. Wilson); "Trading States or Territorial States?" (J. L. Tucker); "Avoiding the 'isms'" (R. L. Hayden); "A State Project in International Studies" (M. Hartoonian); "Global Education: An Ambiguous Innovation" (R. English); "Peacekeeping in the Nuclear Age" (K. B. Payne; J. Coleman); "National Security in the Nuclear Age" (J. E. Harf); "Teaching about the United Nations" (J. G. Pilon); "A Critique of 'Peace Education'" (T. B. Smith); and "The Historian-Filmmaker" (P. C. Rollins; R. T. Baird). Appendices contain sample textbook pages as well as a glossary, maps, theories of international politics, and an international timeline from 1945 to the present. (JB)

Janssens, S.

Concerns of Student Teachers: Development during the Pre-Service Period.

PUB DATE- Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Higher Education; *Individualized Instruction; Preservice Teacher Education; Program Development; *Student Development; *Student Teacher Attitudes; *Student Teachers; *Teacher Education Programs
IDENTIFIERS- Belgium; *Concerns Analysis

The main conclusions of a study on the development of concerns of student teachers during the preservice period of teacher training are presented. Data for the study were gathered by weekly log-book entries and interviews with the trainees. Tapes of the interviews combined with the weekly log-book entries provided two different sources for analysis. In analyzing the data, one unit of specific concern was identified and prototypic sentences were combined from tape transcriptions and log-book entries. The first of these sentences contained the most general description of the concern. Four possible categories were discerned: concerns related to being a student, self-concerns, task-concerns, and pupil-concerns. The evolution of these concerns over the course of 3 years of training is traced graphically. Proposals for improving existing teacher training include the recommendation that the student's concerns should be the starting point for the choice and sequencing of different training activities. JD)

ED 310 657 HE 022 720

Lyons, Paul R.

Cooperative and Workplace Learning Approaches.

PUB DATE- May 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Cooperation; *Cooperative Learning; *Education Work Relationship; Group Activities; Higher Education; Job Skills; Models; Social Change; Student Needs; *Teaching Methods; Work Environment

Instructional designs are described that respond to the personal needs of adult learners, the general education needed for employees in contemporary, complex organizations, and the need for effective instruction models for use with adult students. Following a discussion of the changing expectations in the work environment that result in a need for persons trained in collaborative and cooperative interaction practices, the needs of adult learners for autonomy, self-direction, group affiliation, pragmatic knowledge, and enhancement of self-esteem are discussed The following cooperative learning approaches are then described and illustrated: group investigation, reiterative problem-based learning (modified), and co-op/co-op (a flexible cooperative learning technique). Contains 12 references. (KM)

ED 310 728 IR 013 830

Beasley, Augie E.; Palmer, Carolyn G.
Ways To Improve Visual Communication.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletin Boards; *Color; *Design Requirements; Elementary Secondary Education; *Instructional Material Evaluation; *Material Development; Production Techniques; *Transparencies; *Visual Aids

This compilation of guidelines for using and producing various forms of media begins with hints for bulletin boards and other displays, including principles of layout, elements of design, and use of color. Advantages and disadvantages of using overhead transparencies are then outlined. Recommended uses of transparencies are listed, and tips for overhead presentations provide information on screens, general presentation techniques, questions to be considered in evaluating both individual transparencies and overhead presentations, and suggestions for storing transparencies. Guidelines for designing transparencies are followed by instructions for creating and using mounts, masks, and overlays with transparencies. Directions for constructing folding pocket panel display units are also provided. (EW)

ED 310 892 RC 016 990

Milhafer, Judith; And Others
Indians of Washington State. Revised Edition.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Oct 88
NOTE- 142p.; Photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Languages; *American Indian Studies; *Cultural Background; Economic Development; Economic Opportunities; Elementary Secondary Education; *Multicultural Education; Public Schools; Social Studies; State Curriculum Guides; Tribes
IDENTIFIERS- Chinook Jargon; *Pacific Northwest Tribes; *Washington

This unit supplements social studies curriculum in Washington state schools and is offered to help teachers design courses on Indians of the Pacific Northwest. The unit is designed to build understanding and appreciation for historical and contemporary Indian culture, and to examine how people meet their needs using natural resources and adaptation. The unit emphasizes the diversity of cultures and languages among Washington Indians and the effects of environment upon their ways of life. The material covers three geographic regions: coastal, Puget Sound, and plateau. The main sections focus on the history and traditional culture of Indians. Topics include: (1) seasonal cycles and food; (2) responsibilities of men and women; (3) Indian homes; (4) clothing and personal care; (5) stages of life; (6) business; (7) feast system; (8) government and transportation; and (9) religion and healing. The appendices present the following information about contemporary Indians: (1) tribes and reservations in Washington State; (2) stereotypes; (3) Indian fisheries in Washington State; (4) treaties; (5) economic development and self-sufficiency; (6) the United Indians of All Tribes Foundation; and (7) poetry by G. Williams. (TS)

ED 310 937 SE 050 883

On the Wings of a Dream: The Space Shuttle.

National Aeronautics and Space Administration, Washington, D.C.; Smithsonian Institution, Washington, D.C. National Air And Space Museum.
REPORT NO.- NASA-EP-269
PUB DATE- 89
NOTE- 33p.; Colored photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; *Satellites (Aerospace); Science Materials; *Science Programs; Scientific Personnel; *Scientific Research; *Space Exploration; Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration; *Space Shuttle

This booklet describes the development, training, and flight of the space shuttle. Topics are: (1) "National Aeronautics and Space Administration"; (2) "The Space Transportation System"; (3) "The 'Enterprise'"; (4) "The Shuttle Orbiter"; (5) "Solid Rocket Boosters"; (6) "The External Tank"; (7) "Astronaut Training"; (8) "Getting to Space"; (8) "Orbiting in the World of Weightlessness"; (10) "Eating in Space"; (11) "Your Bathroom in Space"; (12) "Sleeping in Space"; (13) "Dressing for Space"; (14) "Seeing, Hearing, and Exercising in Space"; (15) "Working Inside the Orbiter"; (16) "Spacelab"; (17) "Working Outside the Orbiter"; (18) "Returning to Earth"; (19) "Shuttle Flight Facts"; (20) "Shuttle Schedule"; and (21) "The Future Is Yours." Many diagrams and photographs are provided. (YP)

ED 310 672 HE 022 777

Hewson, Mariana G.; And Others
The Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation.
PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Cognitive Style; Concept Formation; Higher Education; Knowledge Level; *Learning; Medical Education; Professional Development; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *Reflection Process

Ideas concerning reflection in general, the role of reflection in cognitive apprenticeship, and reflection in action are discussed. The notion of reflection in a particular setting is presented for two cases: the professional education and training of physicians, and a teaching improvement program in which a teacher-teacher coach facilitates the improvement of teaching skills of attending physicians who staff the residents in a general internal medicine clinic (GIMC). Added meaning, relevance, and usefulness are given to the term reflection through the language of learning as conceptual change. Reflection is reviewed theoretically in cognitive apprenticeship and in reflective practice and as a conceptual change model of learning. The nature of knowledge to be learned through the reflective process focuses on professional management skills and knowledge about teaching methods appropriate to the GIMC. The Teaching Improvement Program in the GIMC (intended to offer a springboard for reflecting about teaching residents in the clinic) is described. Two episodes that occurred during a 1989 Teaching Improvement Project are analyzed for reflectiveness and interpreted in terms of the conceptual change model. Professional training is potentially an excellent setting in which supervisors can make use of the teaching strategy of reflection to foster conceptual learning. Reflection is one strategy that is the basis for self-learning. Contains 2 tables and 19 references. (SM)

Gordon, Carolyn
Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
PUB DATE- 24 Oct 88
NOTE- 11p.; Paper presented at the Cuyahoga Community College and Info-Tec, Inc. Adjunct Faculty Workshop (Cleveland, OH, October 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; Community Colleges; Cultural Differences; *English Instruction; *Faculty College Relationship; *Faculty Development; *Inservice Teacher Education; *Part Time Faculty; Teacher Workshops; Two Year Colleges

This paper examines the problems encountered by part-time English instructors at Cuyahoga Community College (CCC) and describes an effort undertaken to address them. An informal survey in the spring of 1988 of 36 part-time instructors as well as administrators and program coordinators found general agreement that, despite the provision of sample syllabi, lists of resource faculty and mentors, part-time faculty development efforts fell short of the need. Specifically, from the 22 questionnaires returned, five points were identified as matches and/or mismatches between part-time teachers and the delivery and management of instruction: teaching experience, degree preparation, self-engagement, the diversity of the pool, and the expressed need for professional development. With respect to teaching experience, only six of the respondents were full-time tutors, a few had no previous teaching experience, and those with experience generally had not taught adults. In the area of degree preparation, seven of the respondents had degrees in English, which does not guarantee experience in teaching the writing process; and some had only degrees in related fields, such as speech or education. Only four of the respondents were actively engaged in some kind of advanced degree program, and three of those degrees were related to language learning and literature. The diversity of the pool presented a problem in that most of the instructors were white, whereas the student population was predominantly Black, Hispanic, and Asian. Thus, a problem existed in the cultural definitions which the part-time instructors brought to the classroom. Finally, a discrepancy was found between expressed needs for professional development and programs offered by CCC. In an effort to alleviate these problems, the college has developed Sustaining Academic Literacy, a professional development program consisting of six sessions, spread out over two quarters. It is intended to give part-time teachers a clear overview of the English curriculum and to identify and respond to their concerns. (JMC)

ED 310 810 JC 890 416

Ackermann, Susan P.
An Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
SPONS. AGENCY- Southern California Community Coll. Institutional Research Association, Los Angeles.
PUB DATE- 5 Oct 89
NOTE- 38p.; For a related report, see JC 890 415.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Transfer Students; Community Colleges; Cooperative Programs; Grade Point Average; Higher Education; High School Students; Intercollegiate Cooperation; Minority Groups; Program Descriptions; *Program Evaluation; Student Characteristics; *Student Development
IDENTIFIERS- *Supergraduate Program CA; *Transfer Alliance Program CA

This report provides an analysis of the Transfer Alliance Program (TAP) and the Supergraduate Program, two transfer/ retention efforts operating between the University of California at Los Angeles (UCLA) and local community colleges. The first and longer section of the report concerns TAP, a program in 1985 to promote the community college as a viable option for students seeking a baccalaureate degree, and to encourage stronger student academic preparation and curriculum planning in community colleges. In this section, a demographic and performance profile is provided of students who transferred to UCLA as juniors from California community colleges, indicating the following: (1) in fall 1988, 84 TAP students and 395 non-TAP students transferred from Southern California community colleges; (2) 67% of the TAP participants were female; (3) over 98% of TAP students and 87% of the non-TAP students had an entering grade point average (GPA) of 2.8 or above; (4) 69% of those TAP students maintained a UCLA GPA of 2.8 or above, and approximately 36% maintained a GPA of 3.4 or above; and (5) 54% of the non-TAP transfers maintained a GPA of 2.8 or above at UCLA, and 26% maintained a GPA of 3.4 or above. A description and analysis of the Supergraduate Program at Hamilton High School, West Los Angeles College and UCLA is presented in the second section of the report. The program targets low income and minority students in their 11th year of school and provides them with the motivation and academic preparation necessary to pursue postsecondary education. The analysis indicates that of the summer 1989 participants, 77% were female; 54% were Black, 18% Latino, 9% Chicano, and 9% White; 64% of the students' mothers had some formal or higher education compared to 45% of the fathers; and 66% indicated that a sibling had either gone to college or graduated. Program participants indicated that they had improved their vocabularies, English grammar skills, and writing skills, and that the program gave them a better sense of their capabilities as well as the motivation to continue their education. (VVC)

ED 310 906 RC 017 192

Ideas That Work in Small Schools K-6 .
DMA, Davis/McDonald Associates, Dryden, NY.
SPONS. AGENCY- American Agriculturist Foundation, Inc., Ithaca, NY.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- 89
NOTE- 20p.; For secondary programs, see RC 017 191.
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 S. Main St., Andover, MA 01810 (order no. 9057, $7.50 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Improvement; *Educational Innovation; Educational Practices; Elementary Education; *Improvement Programs; Rural Education; *Rural Schools; School Districts; *Small Schools
IDENTIFIERS- *Promising Practices

This packet describes 10 promising practices identified in small and rural elementary schools in New Hampshire, New York, and Vermont. Descriptions of the following innovations are presented: (1) community volunteers with diverse talents and experience became enrichment "teachers" during school time for students in intermediate grades, for which local businesses contributed money and materials, and school staff provided backup; (2) educators established a bridge between school and community through an unusual newsletter giving equal space and emphasis to each; (3) foreign language classes for grades 5 and 6 used the Total Physical Response approach, which patterns second language instruction on first language acquisition; (4) a fifth grade teacher successfully instituted individualized mathematics instruction in her self-contained classroom; (5) a rural school district completed self-assessments of seven educational aspects, developed action plans based on assessed needs, and set up district-wide task forces to address various improvement goals; (6) the Explore/Enrichment Program provided individual enrichment activities to students with special interests and talents while avoiding labeling and IQ screening; (7) primary teachers modified Mastery Learning techniques for use in their own outcomes-based instruction, and noted several objective indicators of student improvement; (8) a poor rural school district cooperated with a local youth and family agency to provide guidance and counseling in elementary schools; (9) primary students improved language skills by working on language activities in cross-age ability groups; and (10) "clusters" of 50 children, 2 regular classroom teachers, and a special education teacher replaced the typical classroom organization and overcame many negative aspects of pull-out remedial programs. Each description includes a contact person and suggestions for educators considering such a program. (SV)

ED 310 981 SO 020 217

Hazzard, Terry
Sexual Harassment: What's Good for the Goose Is Good For the Gander.
PUB DATE- 12 Apr 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Equal Opportunities (Jobs); *Equal Protection; *Males; *Sexual Harassment
IDENTIFIERS- *Civil Rights Act 1964 Title VII; Equal Employment Opportunity Commission

Sexual harassment, once an issue only among women, is becoming a serious issue among men. The number of law suits brought by men alleging sexual harassment is increasing and will likely continue to increase as more women attain supervisory and management positions. The Equal Employment Opportunity Commission (EEOC) defines harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Harassment is further constituted when submission to such conduct is made a condition of employment, submission to or rejection of such conduct is used as a basis for employment decisions, or when such conduct has the effect of interfering with an individual's work performance or of creating an intimidating, hostile, or offensive working environment. The harasser need not be the victim's supervisor though often is, and the victim is not necessarily a member of the opposite sex of the harasser. Victims are encouraged to: (1) document their performance following a case of exploitation; (2) attempt to gather evidence (witnesses or tape recordings); (3) utilize an internal grievance procedure; (4) encourage the development of an explicit code of conduct; and (5) become familiar with legal provisions under Title VII of the Civil Rights Act of 1964. A 29-item bibliography is included. (JB)

ED 311 028 SP 031 488

Salzman, Stephanie A.; Whitfield, Patricia T.

Teacher Competency Testing: Panacea or Pandora's Box?

PUB DATE- Aug 89

NOTE- 27p.; Paper presented at the Meeting of the Northwest Association of Teacher Educators (Tacoma, WA, July 30-August 2, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Minimum Competency Testing; *Standardized Tests; State Standards; *Teacher Certification; Teacher Evaluation; *Test Bias; *Test Validity

This paper examines the major issues to be faced and the decisions to be made in the development and administration of basic competency tests used for the certification of teachers. The focus is on the use of competency tests as criteria in determining the initial certification of teachers, as differentiated from the ongoing observation and evaluation of practicing teachers. The first section of the paper addresses issues surrounding the definition of teaching competence and the resulting constructs to be assessed. The second section, on validation strategies, examines technical issues involved in teacher competency test validation and the relevance of different types of validity evidence. The final section provides an overview of issues related to equity and fairness of the testing process and the accompanying legal and ethical considerations. (JD)

ED 310 658 HE 022 721

Zemsky, Robert
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
REPORT NO.- ISBN-0-911696-45-8
PUB DATE- 89

NOTE- 47p.
AVAILABLE FROM- Publications Desk, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009 ($10.00 each; $8.00 each for 20-99 copies; $7.00 each for 100+ copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *College Curriculum; *Course Selection (Students); Data Analysis; Data Collection; Higher Education; Humanities; Liberal Arts; Mathematics; Sciences; Social Sciences; Surveys; *Undergraduate Study

The development of a national database describing the real undergraduate curriculum, the courses that college and university students actually take, is reported. Based on analyses of student transcripts from 30 public and private institutions of varying sizes, this report provides a rationale for the database; analyzes student choices across the curriculum and within the humanities, social sciences, and natural sciences, including mathematics; presents a method of describing the curriculum within and across institutions; and offers preliminary statistical conclusions. The basic finding is that there is a notable absence of structure and coherence in college and university curricula, indicating a continued fragmentation of education. Contains eight references. (KM)

ED 310 700   HE 022 807

El-Khawas, Elaine
Campus Trends, 1989. Higher Education Panel Report No. 78.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- Jul 89
NOTE- 84p.
AVAILABLE FROM- Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (members, $5.00; non-members, $8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Degree Requirements; *Educational Assessment; Educational Facilities; Educational Quality; Enrollment Trends; Equal Education; Financial Problems; *Higher Education; Mail Surveys; *Minority Groups; Questionnaires; Student Evaluation; *Teacher Recruitment; *Teacher Shortage; Trend Analysis

In the sixth in an annual series of surveys of changes taking place in the academic and administrative practices of American colleges and universities, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. Questionnaires were completed by senior administrators at 366 colleges and universities (80% of a sample of 456). Responses are statistically weighted so that the results are representative of all American institutions offering undergraduate instruction. Results include the following: (1) some institutions are already experiencing problems in filling certain faculty positions; (2) half reported that it now takes longer to find qualified persons for full-time faculty positions; (3) over the next 5 years faculty shortages are expected to involve a sizeable number of institutions and a range of fields; (4) there is widespread use of general education requirements; (5) much activity is devoted to developing methods of assessing student learning; (6) problems with inadequate physical facilities are growing; and (7) substantial financial pressures confront both public and independent institutions. Findings are presented in five sections: faculty, minority initiatives, assessment, other changes, and challenges ahead. Detailed tables, giving results by type of institution, follow the text. The questionnaire is appended. (KM)

ED 310 757 IR 013 960

Parer, Michael S.; And Others
Institutional Support and Rewards for Academic Staff Involved in Distance Education.
Centre for Distance Learning, Churchill (Australia).
SPONS. AGENCY- International Council for Distance Education.
REPORT NO.- ISBN-0-909170-70-25-8
PUB DATE- 88
NOTE- 58p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Distance Education; Educational Innovation; *Faculty Development; Foreign Countries; Higher Education; *Professional Development; *Professional Recognition; Questionnaires; School Surveys
IDENTIFIERS- *Australasia; Deakin University (Australia); Gippsland Institute of Advanced Educ (Australia); Massey University (New Zealand); South Australian College of Advanced Education

This project investigated policy statements, training given to academic staff, and the reward structure and career path for academics in distance education among four major providers of distance education in Australasia. Seventy academic staff members from two universities and two colleges were interviewed and asked to complete a questionnaire. The major findings were: (1) most distance education institutions did not have a clear statement of policy, as perceived by their staff, on how to fulfill their roles as major distance education providers; (2) the institutions did not offer training for academic staff in the necessary skills for distance education; and (3) the institutions did not have a reward structure and career path for academics teaching in distance education. Nonetheless, it was found that, while distance education is perceived by practitioners to be on the periphery of higher education, it does flourish. To those involved in it, distance education has a vigor which is drawing them towards a new paradigm of teaching and learning. (4 references) (Author/GL)

ED 310 822 JC 890 430

McManis, Michael A.; And Others

The Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.

Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Jun 89
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; College Faculty; Community Colleges; Delivery Systems; Educational Finance; Enrollment Trends; *Extension Education; Financial Policy; Higher Education; *Off Campus Facilities; *Outreach Programs; Private Colleges; Program Effectiveness; Public Colleges; Public Policy; Questionnaires; State Colleges; State Surveys; Two Year Colleges
IDENTIFIERS- *Missouri

A study was conducted to examine the delivery of off-campus and out-of-district instruction in Missouri during fiscal year (FY) 1988. For the purposes of the study, "off-campus" referred to those courses offered by a four-year college at a location other than its principal campus, and "out-of-district" referred to courses offered by public two-year colleges beyond their district boundaries. Although the state has a policy framework that conceptually addresses questions of need, resource utilization, institutional mission, and quality programming, there are few constraints on out-of-district and off-campus programming beyond those imposed by the colleges themselves. Study findings, based on the FY 1988 annual out-of-district course survey of two-year colleges, as well as a special survey of four-year institutions, included the following: (1) between 1979 and 1988, course offerings increased 746.8% and enrollment increased 517.4%; (2) nearly 40% of the 440 sites where courses were offered had no laboratories, libraries, advising/counseling services, or other instructional support resources; (3) public four-year institutions used regular faculty for 51.9% of their courses, while public two-year colleges and independent institutions used regular faculty for only 8.6% of their classes; (4) at least some off-campus or out-of-district courses were offered for college credit in 82 of Missouri's 114 counties; (5) while two-year colleges tended to operate within their district or in areas adjacent to it, four-year public and independent colleges operated at a combined total of 122 sites located at least 100 miles from the main campus; and (6) for most of the public institutions, out-of-district and off-campus instruction provided a surplus of funds, although most institutions also had individual sites reporting deficits. Based on study findings, it was concluded that most Missouri citizens had reasonable access to postsecondary education, that issues of efficiency were not necessarily adequately considered in off-campus programming, and that research on quality control was needed. Recommendations, survey instruments and data are included. (JMC)

ED 310 834 JC 890 443

Seboda, Barbara L.
Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
Howard Community Coll., Columbia, Md.
PUB DATE- Sep 89
NOTE- 45p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; Mail Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

In 1988, a follow-up survey was conducted of 1987 Howard Community College (HCC) graduates to determine their employment and educational status, reasons for attending HCC, goal attainment, reasons for selecting HCC, ratings of the college, attendance pattern, transfer experiences, employment patterns, and satisfaction with the college and their major. Study findings, based on responses from 53% of the 253 students who graduated from HCC in 1987 and from 18 employers of a subsample of these students, included the following: (1) 83% of the graduates received associate degrees, and 17% received certificates; (2) 63% had completed career preparation programs, and 37% finished transfer programs, even though, upon entrance, 63% of the students had planned to enroll in transfer programs and 19% in career preparation programs; (3) the most popular career program was Nursing, and the most popular transfer program was Business Administration; (4) 90% of the graduates indicated that they would attend HCC again, and 84% said they would enroll in the same program; (5) reasons for selecting HCC included its convenient location, the availability of desired academic programs, and low cost; (6) 97% of the respondents indicated that they had achieved their goals either completely or partially; (7) 45% had taken courses at another institution after graduating from HCC, and of these, 66% had successfully transferred all of their credits; and (8) 86% were employed either full or part time, and, of these, 58% were working in jobs related to their fields of study. The survey instrument is appended. (VVC)

ED 310 848 PS 018 175

Hartup, Willard W.; Laursen, Brett
Contextual Constraints and Children's Friendship Relations.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Conflict; *Friendship; *Incidence
IDENTIFIERS- *Conflict Management; *Context Effect

While research has outlined the nature of children's friendships as socialization contexts, the outline is drawn mostly in modal terms. Situational or contextual variations also need attention. This paper reports findings of studies of conflicts and the implications of conflict for friendship relations. The studies vary widely in the situations in which conflict was observed and in other ways, such as the children's ages and the measurement strategies used. Two hypotheses emerging from the results concern the significance of children's friendships as socialization contexts. The hypotheses emerged from the contrasting of conflict management between friends and nonfriends of various ages in various situations. When the social situation is open, friends seek to minimize or soften conflicts with each other in the rate with which they occur, their affective intensity, and the equitability of the outcome. When the situation is closed, and resolution alternatives are not numerous, friends are freer to disagree. Children's friendships thus support disagreements and oppositions, but this support varies according to the situation. It is concluded that contextual constraints support the continuation of children's relationships with each other. (RH)

ED 310 863 PS 018 264

Boyd, Anne E.
Music in Early Childhood.
PUB DATE- Jul 89
NOTE- 17p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Practices; *Individual Differences; *Integrated Curriculum; *Music; Musical Instruments; *Music Education; Music Reading; *Readiness; Singing; Teacher Role; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This paper emphasizes the importance of music as an integral part of the education of the young child, and draws attention to a few ways in which parents and teachers can contribute to children's musical development. Sections of the paper focus on seven questions: (1) Is music really universal? (2) When should musical training begin? (3) When should music education begin? (4) What is meant by a 'developmental' music program? (5) Is music relevant to other areas of early learning? (6) What about reading music? and (7) What is the role of the instrumental teacher? It is concluded that each child has a natural right to the best musical education his or her society can provide, and it is hoped that society in the the 21st century will fully recognize that right. The bibliography of 19 citations on music in relation to education and development is supplemented by a list of other useful materials, such as songbooks, and a list of titles in the Learning with Mother and Early Learning series. The latter series includes nursery, finger, number, memory, talking, action, dancing, singing, and skipping rhymes. (RH)

ED 310 879   PS 018 296

Grieshaber, Susan
A Pilot Study of Areas of Parent and Child Conflict.
PUB DATE- Jul 89
NOTE- 23p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Compliance (Psychology); *Conflict; Developmental Psychology; *Discourse Analysis; Family Problems; Hypothesis Testing; *Parent Child Relationship; *Power Structure; Socialization; Young Children

Addressing areas of conflict between parents and young children, this study reports the results of interviews with parents about parent/child conflict that occurs in such natural settings as the home, the supermarket, and during visits to grandparents. Specifically, the investigation is concerned with three broad issues: (1) the identification of areas of conflict or argument between parents and their children as perceived by parents; (2) the hypothesis that conflict or argument between parents and young children occurs in the areas of food and its consumption, television viewing, the daily use of clothes and their initial selection, bedtimes, and toys; and (3) the identification of additional areas of conflict. Initially discussed are conflict, compliance, and power relationships from the perspectives of developmental psychology and sociolinguistics. Subsequent discussion, from a post-structuralist orientation, focuses on the issues of power, child compliance, and the ways persons are positioned as individuals in society. Interview data disclosed that the themes of food, clothing, television viewing, bedtimes, and toys were sources of conflict and noncompliance. However, the reconceptualization of the problem of parent/child conflict in terms of the ways in which discourse constructs relationships suggests that much more is happening in conflict situations than simple rule-breaking and noncompliance. (RH)

ED 310 921 SE 050 859

Mills, Jeanne

Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.

PUB DATE- 89
NOTE- 115p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Mathematics; Grade 3; *Homework; Mathematical Enrichment; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; Needs Assessment; Parent Influence; *Parent Participation; Parent Student Relationship; Primary Education

This practicum was designed to get parents of third grade students more involved in the math homework process. The primary goal was to enlist parents' help at home in the teaching of responsibility and time-management skills, and in the monitoring of the completion and return of this homework. A second aim was to increase the students' overall math achievement through consistent interaction between home and school. First a needs assessment survey was administered; next a parent workshop was held; and finally, a homework monitoring system was developed to bridge the gap between home and school. Results of the practicum show that parents learned the value of

math homework, homework monitoring system were administered. Results of parent evaluation shows that parents who learned the value of math homework began to accept more responsibility for encouraging their child to do schoolwork at home, and learned math teaching methods. Through this parental involvement, 41 out of 51 students raised their rate of consistent homework return, and this, in turn, resulted in an increase in their math test scores and overall mathematics grades. The appendices include survey materials, parent workshop transparencies and materials, newsletters, teacher homework data sheets, and letters. Fifteen references are listed. (Author/YP)

ED 310 953 SO 020 165

Carey, Loretta; And Others
Dimensions of Justice and Peace in Religious Education.
Justice/Peace Education Council, New York, NY.; National Catholic Educational Association, Washington, DC. National Association of Parish Coordinators/Directors of Religious Education.
REPORT NO.- ISBN-1-55833-009-7
PUB DATE- 89
NOTE- 62p.
AVAILABLE FROM- National Catholic Educational Association, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852 ($5.10 members; $6.80 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Educators; Catholics; Conflict Resolution; Cultural Awareness; Culture; Elementary Secondary Education; Ethical Instruction; Global Approach; *Justice; Multicultural Education; *Peace; Problem Solving; *Religious Education; Social Cognition; *Values Education

In addressing the process of religious education, the constraints of time, space, and materials often force choices on religious educators. The purpose of this booklet is to propose the dimension of justice and peace education to what already exists in most religious education programs. It is suggested that educators change their perspective from a personal/interpersonal level to a structural level in an attempt to analyze the political, economic, social, and cultural structures of human activity and to see that change can be effected in those structures that deny or inhibit human life. Empowering the poor to make decisions and to act for change has been added to the requirement of the Judeo-Christian religious tradition of service to the poor. Conflict resolution skills should be introduced as a practical alternative to violent response to help convince students that alternatives to violence are available and workable both on the interpersonal and political levels. Because culture is a powerful force in transmitting values, students must understand the nature of cultural messages so that they can celebrate what is good and resist and transform that which is bad. Lastly, a sense of global community and hope must be fostered among youth so that changes for justice and peace can be made. Each section is followed by short bibliographies for background reading and resources for programs and curriculum. Four appendices contain additional resources, ideas for evaluation of instructional materials, and a list of resource distributors. (JB)

ED 311 012 SP 031 434

Hanchey, Susan Gale; Brown, Ric

The Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.

PUB DATE- Mar 89
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Educational Environment; Elementary Education; Job Satisfaction; Negative Attitudes; *Teacher Administrator Relationship; *Teacher Burnout; Teacher Role; Teaching Conditions; *Work Attitudes

In this study, burnout is viewed as a multidimensional adaptational outcome of stress which begins when an individual ineffectively appraises or copes with the work environment and job stressors, or encounters excessive stressors in the work environment. The study investigated the personal characteristics of teachers and aspects of their work environment as they related to this multidimensional concept of burnout. It also sought to determine whether high-risk teachers can be identified early in the school year. Subjects were 136 kindergarten through eighth grade teachers. The subjects responded to three questionnaires during the course of the school year. The scales for the study tapped three major dimensions--personal characteristics, the environment, and burnout. The questionnaires covered background information, coping skills, appraisal, emotions, expectations, school climate, job satisfaction, depression, negative attitudes, absenteeism, illness, visits to the doctor, intention to leave the profession, intention to leave the school, and a burnout inventory. The relationship between burnout and these multidimensional factors is discussed. Recommendations are made for teacher and administrator training. More than a hundred references are cited. (JD)

ED 310 643 HE 022 412

Kidwell, Clara Sue
American Indians in Graduate Education.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- Feb 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Access to Education; *American Indian Education; *American Indians; Civil Rights; Educational Opportunities; Equal Education; *Graduate Study; Higher Education; Minority Groups; Two Year Colleges

The number of American Indians enrolled in institutions of higher education is very small. Enrollment figures for fall 1984 show Indians made up .68% of the total enrollment in institutions of higher education in the country, but only 15% of them were in universities. Their largest representation was in two-year institutions, where 54% of Indian students were enrolled. This is probably due to the existence of 25 Indian run community colleges. Preliminary data from the Council of Graduate Schools (CGS) 1986 enrollment survey show Indians comprise .4% of graduate students in CGS institutions. The historical experience of American Indians with education provides a background for such underrepresentation in higher education, especially graduate education. Indian people in the past have had education used as a means of forcible acculturation to American society. Though many Indian parents value education for their children, expectations of the results are often vague because they themselves have limited educational experiences. A barrier to Indian access to higher education is the family income level. The federal government has played the major role in providing education for American Indians, and the Indian Education Act of 1972 laid the basis for greater involvement of Indian parents in the education of their children and greater access for Indian students to graduate education. The fact that few Indian students choose to enter graduate programs is due to many deep-seated cultural and historical factors as well as the socioeconomic status of many Indian families. Changes such as more financial opportunities and cooperation with tribal governments to respond to the needs for educational programs should be effected. (SM)

ED 310 686 HE 022 791

Nordstrom, Brian H.

Non-Traditional Students: Adults in Transition.
PUB DATE- 21 Apr 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Students; *College Students; *Continuing Education; Educational Planning; Higher Education; *Nontraditional Education; Student Adjustment; Student Characteristics; Undergraduate Study

Various issues related to the undergraduate education of adults are addressed. Adult learners comprise an increasingly greater proportion of the college student population, and these older students differ from traditional college students in significant ways, including their stages of development in life, value systems, outside responsibilities, and learning characteristics. The perspectives related to characteristics and special needs of adult learners that should require college faculty, administrators, and student services personnel to re-evaluate how they relate to the increasingly greater number of non-traditional students on campus are discussed. The focus of this paper is on demographic trends in the adult population, stages of adult development, values shared by adult learners, and characteristics and special needs of adult learners. It has been observed that adults who return to college tend to be in transition and experiencing crises in their lives (e.g. divorce, unemployment, or geographic relocation). They tend to be sacrificing more than younger students to attend college and to be highly motivated yet lacking in confidence to succeed. Their developmental stages, values, study skills, and life experiences differ sufficiently from those of younger students that colleges should rethink their philosophies of teaching and foci of student services to meet the divergent needs that adult students have. Contains 24 references. (SM)

ED 310 729 IR 013 831

Beasley, Augie E.; Palmer, Carolyn G.

When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 80
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; *Cleaning; Elementary Secondary Education; *Equipment Maintenance; Films; *Preservation; *Repair; Videotape Cassettes

The guidelines presented in this manual for the maintenance and repair of media equipment and materials provide information on optical systems, slide projectors, film projectors, overhead projectors, record players, cassette recorders, public address systems, opaque projectors, laminators, motion picture films, and cassette tapes. A list of sources of equipment and supplies (including some addresses and phone numbers) and a seven-item annotated bibliography are included. (EW)

ED 310 784 IR 052 860

Gersten, Russell; And Others

Guided Practice: Use of Low-Cost Networking.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, March 29-April 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Measurement; *Computer Assisted Instruction; *Computer Networks; Computer Software; Instructional Effectiveness; *Intermode Differences; Junior High Schools; Middle Schools; *Reading Comprehension; Remedial Programs; *Remedial Reading
IDENTIFIERS- *Guided Practice

This study investigated the effectiveness of the use of computer networking in providing guided practice in teaching reading comprehension to middle school students (grades 6-8) in remedial reading class. (Guided practice is defined as the phase of instruction immediately following the presentation of a new skill, concept, or strategy, in which the teacher assesses student comprehension of the new skill in order to enhance student achievement in both whole class and small group instruction.) Teachers used TeacherNet, a low-cost prototypic computer networking device that plugs several student keyboards into the communication board of a single personal computer to determine which segments of a curriculum require additional remediation. The reading curriculum consisted of two strands--QAR2 (a meta-cognitive strategy based on the work of Raphael) and rule-based inferences (a strategy for drawing inferences from material implicit in the text). Results indicated a significant effect for rule-based inferences, but not for QAR2. The effect was maintained over a 2-week period. Results indicate the immediacy of feedback was more useful in teaching the abstract and demanding rule-based inference curriculum than the easier, more familiar QAR2 curricula. Students responded positively to the immediacy of feedback and the group accountability involved in the guided practice. A review of prior research introduces the report and the appendix contains copies of sample reading passages and their related questions. (33 references) (Author/SD)

ED 310 938   SE 050 884

Montoya, Earl J.; Fimmel, Richard O.
Space Pioneers and Where They Are Now.
National Aeronautics and Space Administration, Mountain View, Calif. Ames Research Center.; National Aeronautics and Space Administration, Washington, DC. Educational Affairs Div.
REPORT NO.- NASA-EP-264
PUB DATE- 87

NOTE- 27p.; Colored photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; Satellites (Aerospace); Science History; *Science Materials; *Science Programs; Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration; *Pioneer Program (NASA); *Solar System

This booklet describes the Pioneer Program and its role in exploring the solar system. Sections include: (1) "Pioneers in Space to Understand Our Earth" (describing the background of the program); (2) "First Pioneers"; (3) "The Interplanetary Pioneers"; (4) "Planetary Pioneers"; (5) "Outer Solar System Pioneers"; (6) "The Pioneers Now and In the Future"; (7) "The Pioneer Spacecraft" (listing the launch date, mission, and status of 13 Pioneers); and (8) "Pioneer Firsts" (describing the first discovery and performance by the Pioneer Program). Many diagrams and photographs are provided. (YP)

ED 310 968 SO 020 194

Rutkowski, Edward, Ed.

Journal of the Midwest History of Education Society. Volume 17, 1989.

University of Northern Iowa, Cedar Falls. Coll. of Education.

PUB DATE- 89
NOTE- 208p.; Papers and proceedings of the Annual Meeting of the Midwest History of Education Society (24th, Chicago, IL, October 28-29, 1988). Document contains a few illustrations that may not reproduce well.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Armed Forces; Compulsory Education; *Educational Change; Educational Facilities Design; *Educational History; *Foreign Countries; Illiteracy; Literacy; *Progressive Education; Social Change
IDENTIFIERS- Addams (Jane); Deneen (Charles); Dewey (John); Dundel (Harold); India; Herbart (Johann Friedrich); Northwest Territories; Norway; Orton (Edward); Owen (Robert); Siedenberg (Frederick); South Africa; Washington (Booker T)

The 18 papers of this conference were divided into five topics ranging from literacy to the history of progressive reform to history of education from an international perspective. Part 1 includes: "Isabella Graham and Joanna Bethune's Early American Experiments in Educating Illiterates" (L. Townsend); "The Dilemma of Equivalency: American Colleges and the Evaluation of Armed Services Training in the 1940s" (A. D. Rose); and "An Analysis of Historical Studies of Literacy Standards from Three Epochs in American Elementary Education" (K. Hanus). Part 2 includes: "John Dewey: 'Philosophy and Education in Their Historic Relations'" (J. J. Chambliss); "Addams's Pragmatic Impact on Adult Education" (M. T. Colky); "Charles Deneen and Illinois Education Reform during the Progressive Era" (E. E. Gordon); "Progressive Education and School Architecture" (D. Nelson); and "The Hessian Hills School, 1930-1941: Social Reconstructionism in Practice" (K. M. Campbell). Part 3 includes: "The Career of Edward Orton, the First President of the Ohio State University" (K. A. Work; D. L. Shaver); "Booker T. Washington and the Movable School" (E. H. Goldstein); and "Frederick Siedenberg, S. J.: Catholic, Priest, and Progressive, a Contradiction in Terms" (M. C. Schiltz). Part 4 includes: "Pre-British European Educational Activities in India" (K. C. Thottopuram); "Education for Subjugation and Liberation: The Historical Context of Peoples' Education in South Africa" (T. Reagan); "An Historical Overview: Educational Assimilation of the Saami in Norway" (G. Roland); and "Dunkel's Herbart Revisited: The Milieu in which He Worked" (E. V. Johanningmeier). Part 5 includes: "Education and Reform at Robert Owen's New Lanark" (G. Gutek); "The Old Northwest Revisited: Education before the Era of the Common Schools" (C. R. Wolf); and "The Passage of Compulsory Attendance Laws, 1870-1915" (M. J. Eisenberg). The conference program, minutes of the business meeting, and a directory of attendance are included. (JB)

ED 310 997　　　　　　　　　　　　　　　SO 020 248

Linden, Fabian; And Others
A Marketer's Guide to Discretionary Income.
Bureau of the Census (DOC), Suitland, Md.; Conference Board, Inc., New York, NY, Consumer Research Center.
REPORT NO.- CRC-8904
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Demography; Economic Status; *Family (Sociological Unit); *Family Income
IDENTIFIERS- *Discretionary Income; *Income Distribution; Income Level

Detailed information about discretionary income--how much money is available after day-to-day needs are met--is important for understanding how consumers spend their money. Business requires a precise definition of discretionary income to assess the market's size, growth, and demographic characteristics. Designed primarily for the marketing community, this edition reports consumer income before and after taxes, the proportion of consumers having discretionary income, and the amount of such income. These figures are broken down according to household characteristics used most frequently by the makers and providers of consumer goods and services. For the purpose of this study, discretionary income is defined as the amount of money which would permit a family to maintain a living standard comfortably higher than the average for similar families. Data is taken from the March 1987 Current Population Survey. Households were grouped according to size, age, place of residence, region, education, number and type of earners, occupation, race, and housing tenures. (Author/PPB)

ED 311 029 SP 031 492

Harper, Sheryll Lynch
An Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
PUB DATE- Apr 88

NOTE- 59p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Beginning Teachers; *Collegiality; Elementary Secondary Education; Inservice Teacher Education; *Interprofessional Relationship; *Mentors; *Peer Teaching; Research Needs; Staff Development; Teacher Improvement
IDENTIFIERS- *Beginning Teacher Induction

This study reviews current research on teacher mentors. Mentoring is defined as teacher-to-teacher coaching or counseling. The annotated bibliography covers articles that deal with: (1) descriptions and definitions of mentors; (2) mentoring as a vehicle used in teacher induction programs; and (3) the value of mentoring as a staff development tool. The points are made the training is necessary for mentors, that mentoring can reduce teacher isolation, and that mentors receive professional benefits through assisting other teachers. Research on various forms of mentoring is discussed and some recommendations are made. (JD)

ED 310 673 HE 022 778

Higher Education Opportunity Program. Annual Report, 1987-88.
New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Asian Americans; Blacks; College Students; Demography; *Disadvantaged; *Educational Finance; Enrollment Trends; Federal Aid; *Financial Support; Grants; Higher Education; Hispanic Americans; Minority Groups; State Aid; *State Programs; Student Characteristics; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Opportunity Program; *New York

This report is presented on the Higher Education Opportunity Program (HEOP) for disadvantaged students in the independent colleges and universities of New York State in compliance with state law instructing the New York Commissioner of Education to prepare an annual report on the activities of the institutions which received state funds. Highlights include the following: in 1987-88, New York State appropriated $18,871,000 to serve disadvantaged students in HEOP in 80 programs; total expenditures for the program from a combination of state, institutional, federal, and other sources totalled $96,738,400, an increase of $10.5 million compared to 1986-87; during 1987-88, a total of 7,853 HEOP students were enrolled full-time or part-time including 6,097 students in four-year colleges, 604 in two-year colleges, and 1,152 in correctional facility programs; of the 7,853 enrolles, 2,530 were freshmen; HEOP continued to serve large numbers of students traditionally underrepresented in higher education (45% were black and 26.7% were Spanish-surnamed); the fastest growing population group continues to be students of Asian descent now at 7.8%, the completion rate for remedial/developmental courses decreased 9.3% from 1986-87, averaging 81.3% overall; the average number of tutoring hours per student increased from 57.1% to 64.0%; and the average expense budget for an HEOP student at a four-year college increased $983. (SM)

ED 310 714 HE 022 879

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.

New York State Higher Education Services Corp., Albany.

PUB DATE- Jun 87

NOTE- 343p.; For volume 2, see HE 022 880.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Academic Persistence; *Access to Education; *College Choice; Commuter Colleges; Higher Education; Private Colleges; Program Effectiveness; Program Evaluation; Proprietary Schools; *State Aid; State Colleges; Student Costs; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Paying for College

Papers from the National Association of State Scholarship and Grant Programs/National Council of Higher Education Loan Programs conference on student aid are presented. They include: (1) "Keynote: Meta-Analysis of the Effects of Student Aid on Access, Choice, and Persistence" (Larry Leslie and Paul Brinkman); (2) "College Choice Issues Defined from National Date Bases" (Thomas G. Mortenson); (3) "The Relationship of Financial Aid to Student Persistence in a Commuter Institution: A Test of a Causal Model" (Arlett E. Moline); (4) "A Program Evaluation of the New York State Tuition Assistance Program" (Arlene Olinsky); (5) "Student Loans and Student Choice: Evidence on Access, Persistence and Change of Major" (Edward P. St. John and Jay Noell); (6) "Manageability of Federal Student Loans: New Evidence and the Effects of Reauthorization" (W. Lee Hansen and Marilyn S. Rhodes); (7) "Undergraduate Students' Cost of Attendance: Program Estimates and Student Experience" (Craig V. Schoenecker and Gerald L. Setter); (8) "How Recipients Learn about Financial Aid" (Robert Lowinger); (9) "Longitudinal Tracking of Aid Recipients: Issues in Packaging and Retention" (Marilyn Sango-Jordan); (10) "Proprietary Schools: Issues in Access and Aid" (Richard W. Moore); (11) "Variation in Student Financial Aid among New England Private Colleges: A Conceptual and Empirical Analysis" (Donald L. Basch); and (12) "Financing College: Implications of Alternative Choices for Urban University Students" (Eleanor R. Hall). References are provided at the conclusion of individual papers. (KM)

ED 310 743 IR 013 938

McIsaac, Marina Stock

Problems Affecting Evaluation of Distance Education in Developing Countries.

PUB DATE- Mar 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Context; *Developing Nations; *Distance Education; *Educational Development; *Educational Research; Foreign Countries; Literature Reviews; *Meta Analysis; Microcomputers; Research Problems; Technical Assistance; *Technology Transfer

IDENTIFIERS- HyperCard

Distance educators, particularly those in developing countries, are facing the implementation of massive education programs with little research to guide them. Some developing countries have used established programs from other countries as models to provide low-cost instruction for basic literacy and job training; however, in many cases, they are finding it difficult to adapt programs designed to meet the needs of a different culture. The lack of appropriate research poses a twofold problem. First, how can original, high quality research be done given the economic, political, and social constraints which are often present in developing countries? Second, how can relevant research which has already been conducted be located and evaluated? Although distance education research is reported in journals, at conferences, in government reports, and in newsletters, such information is difficult to locate and to interpret due to the lack of any effort to centralize the data. A project has been undertaken at Arizona State University to locate and analyze significant existing research on distance education and to synthesize the results using meta-analysis. A meta-analytic model using HyperCard technology has been designed for this purpose. To date, two major areas of inquiry have been identified: (1) instruction, with the sub-categories learning, attitudes, and attrition; and (2) administration, with the sub-categories cost-effectiveness and courseware design. It is hoped that this quantitative synthesis of research, by identifying which interventions are successful, will provide the information international distance educators need to develop new strategies for their own programs. (13 references) (GL)

ED 310 771 IR 052 831

Nyberg, Sandra
The Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
Southeastern Library Network, Inc., Atlanta, Ga.
PUB DATE- 1 Nov 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Books; *Cleaning; *Climate Control; Hazardous Materials; *Library Facilities; *Library Materials; *Paper (Material); Physical Environment; *Preservation
IDENTIFIERS- Fungi; Health Hazards; Mildew; *Molds (Biology); Rare Books

This report addresses solutions to problems of fungus growth on library materials. The first of four sections--"What Is Mold? Where Does It Come From?"--defines mold, mildew, and fungi, and describes their optimum environment (i.e., generally in conditions with temperatures above 70 degrees and relative humidity above 78%). The second section--"What Does Mold Do to Books and Paper, and to People?"--discusses some effects of fungi such as mold and mildew, including: (1) an increase in the rate of book and paper deterioration by accelerating the aging process and the formation of acids; (2) mold and mildew stains that destroy text and images; (3) a weakening and softening of books and paper, making them difficult to handle; and (4) adverse effects on human health. The third section--"The Repulsion of the Giant Spore, or How To Rid One's Collection of Mold"--makes up the greater part of the report. It prescribes methods for inhibiting the growth of or killing fungi, with emphasis on nontoxic, nonchemical environmental control measures for both prevention and cure. Other nonchemical (e.g., freezing, gamma radiation, and ultraviolet light) and several chemical (i.e., fungistatic and fungicidal) treatments are also detailed. The fourth section--"Concluding Recommendations"--advises that fumigating collections with toxic or hazardous chemicals is rarely necessary for dealing with mold and mildew problems, and provides a checklist to consult before instigating chemical treatments. (29 references) (SD)

ED 310 864 PS 018 265

Halliwell, Gail

Teachers Initiating Change towards More Flexible Curriculum Practices.

PUB DATE- Jul 89

NOTE- 18p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Curriculum Development; Early Childhood Education; Educational Change; *Educational Innovation; Foreign Countries; Group Dynamics; *Grouping (Instructional Purposes); *Information Dissemination; Networks; Teacher Education; *Teacher Role

IDENTIFIERS- *Australia (Queensland); Context Effect; Developmentally Appropriate Programs; *Mixed Age Groups

This early childhood curriculum study focused on the practical understandings that teachers held about their classroom experiences, as a way of gaining access to the dynamics of curriculum implementation and innovation. Two problems were addressed: (1) the lack of knowledge about the dynamics of curriculum implementation in settings where early childhood curriculum practices were regarded as innovative by a significant proportion of participants; and (2) the need to assist other teachers in their attempts to learn about curriculum implementation. Two research questions provided general guidance for the study. First, what did innovative teachers consider to be important actions and events affecting their work during the early stages of change toward a flexible, developmentally responsive curriculum? Second, how could information gained from these teachers be used to assist other early childhood teachers and student teachers interested in curriculum implementation? Phase 1 of the study involved the gathering of data from a group of teachers in state primary schools in Queensland who used multi-age grouping as a starting point in initiating educational innovation. Phase 2 concerned dissemination of findings and processes in inservice and preservice courses. Findings are discussed. (RH)

ED 310 893 RC 016 991

Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 117p.; Some graphics will not reproduce well.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($11.50 plus $2.50 postage/handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Community Support; Elementary Secondary Education; *Family School Relationship; *Parent School Relationship; Public Relations; *School Business Relationship; School Community Programs; *School Community Relationship; School Support; *Small Schools

This information packet contains 14 articles reprinted from various books and journals. Establishing and enriching school-community ties in small schools is the theme for this "Information Exchange Packet," the sixth in a series developed for Small Schools Network members. The articles and their authors are: "Skills in Building Support for Schools" (John R. Hoyle and others); "Education and Community Development: What Can the School Do?" (Adrian Bell and Alan Sigsworth); "Barriers to Greater Contact between Home and School" (Louis Harris and Associates, Inc.); "Forging Stronger Links Between Home and School" (Louis Harris and Associates, Inc.); "The School/Community Survey: A Useful Tool in Improving Education" (Terri V. Hunt and others); "Advertising Practices to Improve School-Community Relations" (Isobel L. Pfeiffer and Jane B. Dunlap); "Parents and Schools" (Far West Laboratory); "How Well Does Your District Support Single and Working Parents?" (from School Administrator); "Invite the Community to Learn Why You Do What You Do All Day" (Thomas Fowler-Finn); "Try Our One-Minute Messages: Score Points for Your Schools" (Raj Chopra); "Community Relations: Keeping School and Community as One" and "Community Relations: Keeping School and Community Together" (from Creative Ideas for Small Schools); "Notable Practices" (Steve Toy); and "A Model Plan" (Steve Toy). Each article contains information as to its original publication source. (ALL)

ED 310 982 SO 020 218

Hoopes, James

Semiotic and Society in Nineteenth-Century America.

PUB DATE- 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Organization of American Historians (St. Louis, MO, April 6-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Intellectual History; Moral Development; *Self Concept; Self Congruence; *Semiotics; *Social Attitudes; *Social Cognition; Social Psychology; Social Theories; United States History
IDENTIFIERS- *Nineteenth Century

The intellectual changes of the 19th century were as dramatic as the economic changes of the Industrial Revolution. U.S. citizens at that time subscribed to the traditional belief that a spiritual self, grafted onto the body, was the source of life and thought. The later belief that human beings possessed complete, experiential knowledge of their own thoughts was a profound departure from the view that the mind possessed many different abilities. Faith in the immediate availability of self-knowledge supported the northern middle class emphasis on self-control as well as the cult of the self-made man. Despite the enormous confidence in self-perception in the early 19th century, some eventually found reason to doubt the "evidence of consciousness," and a part of the intellectual establishment became committed to the concept of unconscious thought. The work of social and cultural historians in our time has suffered by its confinement within the late 19th-century model of mind as divided between conscious and unconscious experience. A discussion of the works of Herbert Gutman, Paul Faler, Paul Johnson, and Mary Ryan is included. The dearth of synthesis in recent historical studies may be due to the difficulty of relating the wealth of discrete research data. But as long as history is conceived of as a local phenomenon experienced in the self, data synthesis will be difficult. By considering history not as resistance to experience but as interpretation of signs we may recognize that history itself is a synthetic process. (PPB)

ED 310 659 HE 022 722

Completions Supplement, Massachusetts Public Higher Education, 1986-87.

Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- Apr 89
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Community Colleges; *Degrees (Academic); Doctoral Degrees; Graduate Study; Higher Education; *Majors (Students); Masters Degrees; Postsecondary Education; Private Colleges; Professional Training; State Colleges; State Surveys; Two Year Colleges; Undergraduate Study; Universities
IDENTIFIERS- Integrated Postsecondary Education Data System; *Massachusetts

As a part of the annual Integrated Postsecondary Education
newsletter highlight the following: to 122 Massachusetts colleges and other institutions granting degrees and awards. The responses of all 122 are presented in tabular form, according to the classification of instructional programs, in two sections: (1) aggregate profile on completions (Massachusetts completions, public sector completions, and independent sector completions); and (2) completions by institution (public universities, public four-year state colleges, public two-year community colleges, independent universities, independent four-year colleges, and independent two-year junior colleges. A list of reporting institutions is appended. (KM)

ED 310 701 HE 022 808

Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.

Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Black Students; *College Students; *Commuting Students; Comparative Analysis; Higher Education; Longitudinal Studies; *On Campus Students; *Student Characteristics; *Student Development
IDENTIFIERS- *University of Maryland College Park

Based on a previous report comparing commuter and resident freshmen at the University of Maryland, College Park, the analysis of the similarities and differences of commuter and resident students is extended in the students' third year of college. Dependent commuters (defined as living at home or with other relatives) were compared to students living in campus residence halls. Results included the following: (1) with the exception of one semester, no statistically significant differences were found in the re-enrollment rates of residents and commuters in either the Representative Group (all students) or the Black Group, although the return rates for residents were higher than for commuters each semester; (2) place of residence (on campus or off) appeared to be a more stable category in the Representative Group than in the Black Group; (3) when commuters and residents were compared in terms of cumulative grade point average, number of credits accumulated and hours spent studying, no significant differences were found; (4) commuters worked significantly more hours than residents; (5) residents reported more gains in personal development than did commuters; and (6) regardless of place of residence, students showed a significant amount of change over 2 years on most questions, but the initial relative differences between commuters and residents persisted. Contains 7 references. (KM)

An Overview of U.S. Telecommunications Policy, 1980-1988.
National Center for Telecommunications and Information Policy, Washington, DC.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Economics; *Decision Making; *Government Role; *Information Systems; Programing (Broadcast); *Public Policy; Technological Advancement; *Telecommunications
IDENTIFIERS- *Federal Communications Commission; Private Sector; Reagan Administration; *United States

This chronology and policy analysis of U.S. telecommunications-related decisions from 1980 to 1988 begins with a narrative detailing the year-by-year issues and actions of the Federal Communications Commission and the U.S. Congress related to telecommunications. An overview of telecommunications policy is then provided, which briefly reviews: (1) the role of telecommunications in the "information society"; (2) the philosophical position of the Reagan administration toward telecommunications policy; (3) privatization and Expendable Launch Vehicle (ELV) operations; (4) the amalgamation of communications media empires; (5) the removal of longstanding restrictions on program content and time allotted to broadcast commercial messages; (6) the aftermath of the AT&T breakup; (7) Supreme Court decisions and the Electronic Communications Privacy Act of 1986; (7) the reallocation of Instructional Television Fixed Service (ITFS) microwave frequencies to Multipoint Distribution Service (MDS); and (8) the impact of the prevalence of laissez faire attitudes toward telecommunications in the corporate sector. (CGD)

Torres, Miguel Reyes
Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
PUB DATE- 85
NOTE- 14p.; For a related paper, see IR 013 956.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Commercial Television; *Critical Thinking; Curriculum Development; Elementary Secondary Education; Experimental Programs; *Family Role; Foreign Countries; International Cooperation; *Mass Media Effects; *Television Viewing
IDENTIFIERS- *Chile

The purposes of the "Pilot Study for the Active TV Viewer Scholar Education" project were to find low cost teaching methods that developed critical television viewing skills among elementary and secondary students, and to develop a parallel program of family education in an effort to modify family viewing practices to encourage critical viewing. This report supplies specific information on the design and implementation of programs to meet project goals and the dissemination of information about the project through conference presentations and publications. A review of programs developed and field tested in various schools throughout Chile in 1984-85 indicates that the development of a critical viewing curriculum was not suitable for the national reality; rather, training teachers in the theory and practice of active television viewer education, enabling them to produce their own materials, was considered to be a more effective approach. A projected area for future investigation by the Universidad de Playa Ancha de Ciencias de la Educacion is the analysis of the effects of a wider variety of media on students. A regional workshop is now developing a methodology to teach skills in critical analysis of materials written by the press, and other institutions have asked for technical support to develop similar programs to enhance the use of educational media. A proposal has been submitted to the national government and National Television of Chile for the development of a national distance education program with similar goals. Efforts to generate international economic and academic support for the pedagogy of mass media projects are also underway. (GL)

ED 310 799 JC 890 397

Coordination of Occupational/Vocational Education.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- Aug 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Articulation (Education); *College Planning; *College School Cooperation; Community Colleges; *Educational Objectives; *Planning Commissions; Postsecondary Education; School Business Relationship; Secondary Education; Success; Two Year Colleges; *Vocational Education

This document represents the sixth update of the 5-year plan adopted by the Maricopa County Vocational Education Planning Council in 1985 to coordinate secondary, postsecondary, and university level vocational education. Introductory sections provide background information on the council and briefly describe its planning assumptions with respect to technological, financial, demographic and economic trends. Next, a brief progress report for fiscal year (FY) 1988-89 is provided on the Council's eight main goals: horizontal and vertical articulation of vocational education programs; the coordination of public and private vocational education; the use of labor market information in planning; the enhancement of student retention and dropout prevention efforts; the enhancement of employability skills instruction; the establishment of new partnerships with business and industry; the acceptance of vocational courses for academic credit; and the dissemination and use in the county of Council planning guides, such as "To the Future." Finally, goals and recommendations are presented for FY 1989-90. The bulk of the report consists of extensive appendices, providing: (1) a more detailed report of the progress made on each of the Council's eight goals during 1988-89 by individual school districts; (2) a description of the revised course credit articulation procedures and the status of high school to community college articulation in the county; (3) a table ranking current and projected occupational employment and demand in the county; (4) a directory of Council members; and (5) an inventory of county occupational programs. (JMC)

ED 310 849 PS 018 195

Cone, Lynn T.; And Others

Intensity and Sequence of Parental Discipline in High-Risk Families.

PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Problems; *Delinquency; *Discipline; High Risk Persons; Mothers; *One Parent Family; *Parent Child Relationship; Siblings
IDENTIFIERS- *Situational Variables

Purposes of this study were to assess: (1) the manner in which parents modify their choice of discipline when dealing with continuing child noncompliance; (2) the relation of family risk for delinquent behavior to parental intensity of discipline with adolescents and their younger siblings; and (3) parental ratings of intensity of discipline in four disciplinary situations. A total of 29 mother-adolescent-sibling triads from father-absent families participated in the study. In 13 of the families, the adolescent had a history of delinquent behavior. Assessment was conducted in the family home by trained interviewers. Mothers rated both children on the Revised Behavior Problem Checklist and on a modified version of the Intensity of Parental Punishment Scale. Each mother indicated how she would respond to the first, second, and third occurrences of each of 33 misbehaviors. Results showed that mothers in both high- and low-risk families responded to noncompliance at hypothetically different times with increasingly intense discipline. Moreover, this pattern was evident in each of the discipline situations: misbehavior in school, crying, cruelty to children and animals, and misbehavior in public. Mothers in low-risk families chose higher intensities of discipline for the younger siblings in school-related situations than did mothers in high-risk families. (RH)

ED 310 880 PS 018 302

Pickle, Barbara
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
PUB DATE- 89
NOTE- 44p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; Parent Education; *Pedestrian Traffic; *Poisons; *Preschool Children; Preschool Education; Program Effectiveness; Program Implementation; *Safety; Workshops
IDENTIFIERS- *Traffic Behavior; *Water Safety

A preschool director designed and implemented a classroom safety curriculum plan to increase the safety knowledge of preschool children. Implemented for 10 weeks, the plan consisted of classroom lessons, hands on practice, and activities for music, art, and language development. Parent education articles were sent home to reinforce what the children were doing in school. A workshop was designed for camp counselors and was implemented during camp orientation. Observations and discussions with children, teachers, and camp counselors indicated a favorable change in the children's knowledge and application in all three safety areas: pedestrian safety, poison safety, and water safety. Related materials are provided in 17 appendices. (RH)

ED 310 907 RC 017 198

Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 89
NOTE- 127p.; Contains some light or broken type.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main St., Andover, MA 01810 (order no. 9062-09, $17.50 postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Management Teams; Participative Decision Making; *Principals; Resource Materials; Rural Schools; *School Administration; *Small Schools; *Superintendents; Supervisory Methods
IDENTIFIERS- *Management Practices

This information packet contains journal articles, book chapters, conference papers, and ERIC clearinghouse publications on small schools management strategies for superintendents and principals. Topics cover (1) elements of formal team management; (2) role of the administrator in creating the environment necessary for effective schools; (3) benefits and problems of the combined superintendent-principal position; (4) improving public relations in the rural school district; (5) problems and solutions related to curriculum development in small and rural schools; (6) computer applications in school administration; (7) behaviors and activities of secondary school principals that promote or inhibit school effectiveness; (8) a training program to develop principals' problem-solving abilities; (9) approaches to school-based management; (10) assessment and improvement of school climate; (11) a plan for principal supervision of teachers' skills and behaviors; (12) strategies for preserving electives; and (13) case study of one rural principal's effective discipline program. The packet also contains a list of 12 additional resources for management strategies, ERIC clearinghouse publications brochures and digests, and a regional laboratory report on shared leadership within the school. (SV)

ED 310 922 SE 050 860

Mason, Marguerite M.

Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders.

PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; *Geometric Concepts; Geometry; *Gifted; Intermediate Grades; Interviews; Junior High Schools; *Mathematical Concepts; Mathematics Instruction; *Mathematics Skills; Mathematics Tests; *Misconceptions
IDENTIFIERS- Van Hiele Levels

The Van Hiele theory asserts that there exist five hierarchical levels of geometric thinking that a successful learner passes through. The purpose of the study described in this paper was to investigate the geometric understanding and misconceptions in students in the fourth through eighth grades who have been identified as gifted. The students were selected based on intelligence quotient or standardized test scores, teacher recommendations, and other instruments chosen by school districts. Group 1 received 20 hours of instruction in geometry using LOGO. Group 2 attended a 1-week summer camp having 7 hours of geometry instruction and activities. The change in the Van Hiele level between pretest and posttest was significant for both groups. Analysis of the protocols from interviews indicates three categories of reasoning, the relationship between reasoning and knowledge of definitions, and reasoning involving parts of figures. Several implications for mathematics instruction are discussed. Seven references are listed. (YP)

ED 310 939 SE 050 885

David, Leonard
Space Station Freedom. A Foothold on the Future.
National Aeronautics and Space Administration, Washington, DC. Office of Space Station.
REPORT NO.- NP-107/10-88
PUB DATE- 89
NOTE- 49p.; Colored photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; Engineering Technology; Planning; *Satellites (Aerospace); Science Materials; *Science Programs; *Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- *Space Station

This booklet describes the planning of the space station program. Sections included are: (1) "Introduction"; (2) "A New Era Begins" (discussing scientific experiments on the space station); (3) "Living in Space"; (4) "Dreams Fulfilled" (summarizing the history of the space station development, including the skylab and shuttle); (5) "Building a Way Station to Worlds Beyond" (illustrating an approach to building the space station); (6) "Orbital Mechanics" (discussing the maneuverability of the space station, including robotic application); (7) "Evolving with Versatility" (describing blueprints for expanding a space station); and (8) "Foothold on the Future" (discussing the future plans of the space station program). (YP)

ED 311 013 SP 031 435

Richardson, Arthur G.; Thomas, Arundell A.

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study.

PUB DATE- Mar 89

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Foreign Countries; High Schools; Sex Differences; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Student Relationship

This study investigated the characteristics of the effective teacher as perceived by a sample of 160 elementary and 60 high school pupils and 60 elementary and 30 high school teachers in a selected Caribbean territory. Results indicated agreement among students and teachers with respect to a number of teacher characteristics perceived as being very important for effective teaching: (1) the giving of examples by the teacher; (2) properly planned lessons by the teacher; (3) teacher's knowledge of subject matter; and (4) teacher's knowledge of student learning. Sex differences which emerged pointed to a male preference for teacher characteristics reflective of authority and dominance, while females regarded organizational and nurturance-related characteristics as being of greater importance. (Author)

ED 310 687 HE 022 792

Relating to Each Other. A Questionnaire for Students.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- Mar 89
NOTE- 5p.; For related documents, see ED 215 628, ED 252 103 and ED 254 125.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009 ($3.00; bulk rates are available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Civil Rights; *College Environment; Educational Discrimination; *Equal Education; Females; Higher Education; Nondiscriminatory Education; Questionnaires; *Sex Discrimination; Sexual Harassment; Student Attitudes; Womens Education

A survey designed to examine some aspects of the day-to-day campus environment (for both men and women) is presented. Many people on campus have become increasingly concerned with subtle and obvious forms of sex-based discrimination, and often men and women have very different experiences, even when they study in the same classroom. Questionnaire items are designed to gather information about students' perceptions and experiences concerning the other sex. The 13 questions (plus space for comments and ideas) are as follows: What is your sex? What is your class standing? What is your race/ethnicity? Do any of the following behaviors apply to your personal definition of sexual harassment? Have you experienced any of the listed behaviors that might occur between male and female students? Do you avoid any of the following places because student behaviors there make you feel uncomfortable? What has been your response to inappropriate behavior from other students? Have you experienced any of the listed behaviors that might be exhibited by faculty and directed at students both in and out of the classroom? What has been your response to inappropriate faculty behavior? How many of your professors exhibited the listed behavior patterns in encouraging student participation? How would you characterize the current climate on this campus for women students? To what extent are you aware of grievance procedures available here? and What other issues concerning male/female interaction need to be addressed? (SM)

ED 310 811 JC 890 417

Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Administrator Evaluation; Community Colleges; *Minority Groups; Program Content; *Program Descriptions; Questionnaires; *School Holding Power; *Student Personnel Services; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York

In the late fall of 1988, a study was undertaken of retention efforts focusing on minority students enrolled in occupational education programs in New York two-year colleges. Specifically, the study sought to determine the extent to which the state's colleges had programs or services to facilitate the persistence and retention of minority students once enrolled, and to profile these programs and services for dissemination to postsecondary educators across the state. Data were collected from a questionnaire mailed to the chief academic and chief student personnel officers at 61 two-year colleges in New York. Major findings from the 45 usable forms received included the following: (1) 63.8% of the chief administrators rated the need to specifically address the retention of minority students as substantial, 27.7% rated the need as moderate, while 8.5% indicated very little need; (2) primary barriers identified in the retention of minority students included the lack of college funds, job/family responsibilities of students, inability to afford college, the lack of minority faculty and staff, and a college location outside of minority concentrations; (3) 50.5% of colleges indicated that segments of recruitment presentations in the community were designed specifically for minority students, while almost 24% reported early warning systems and preregistration campus visitations designed for targeted populations; and (4) retention efforts geared primarily to minority students included support groups, special advertising, intrusive or directive academic advising, and bridge and orientation programs. The bulk of the document consists of profiles of sixty-six retention programs that provide the following information: purpose of the program; a brief description; source of financial support; evidence of success; program contact; and the institution of origin. The survey instrument is appended. (JMC)

ED 310 823 JC 890 431

Wittstruck, John R.; McDaniel, Cleve

Manpower Trends and Issues: A National Perspective, A Missouri Context.

Missouri Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Aug 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Economic Factors; Educational Needs; *Employment Patterns; *Employment Projections; Higher Education; Labor Education; Labor Force; *Labor Force Development; *Labor Needs; *Occupational Information; *Population Trends; Public Colleges; Statewide Planning; Technological Advancement; Trend Analysis
IDENTIFIERS- *Missouri

Using current national data, this report describes emerging labor force and employment trends among industries and occupations expected to experience the fastest rates of growth or decline by the year 2000. In addition, the report analyzes the challenges and opportunities for higher education arising from a developing technological base accompanied by an increasing demand for a better educated and more highly skilled workforce. Section I discusses the impact of technological change and international competition on the labor force, the global economy, organizational structures, and the worksite. The discussion indicates that technological changes in the work place can either increase or downgrade the skill levels required of workers, depending upon the occupation. As a result, a dichotomy is emerging between a growing number of new jobs requiring increasing levels of education and skills, and a large group of low-paying jobs requiring minimal skills. Section II reviews national and, when available, statewide demographic and literacy trends and patterns as they relate to the workforce. The section describes a slow growing and aging workforce; the entry of an increasing number of women, minorities, and immigrants into the labor force; and the adverse influence of illiteracy on the labor market and economy. Highlighted problems include a workforce that is shrinking and less willing to change, a shortage of teachers, increasing needs for day care, and the need to ensure basic literacy among all Americans and immigrants. Section III addresses the changes which must be made at state and institutional levels so that higher education in Missouri can meet job retraining and skill upgrading requirements. The report includes appendixes which list industrial and occupational classifications, an analysis of manpower demand by type of industry, employment trends by occupation and their relationship to educational levels, and 32 references. (VVC)

ED 310 835 JC 890 445

Hobbs, Ruby L.
Academic and Developmental Services End of Year Status Report, 1988-89.
Shelby State Community Coll., Memphis, Tenn.
PUB DATE- Jul 89
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Community Colleges; *Developmental Studies Programs; *Enrollment Trends; Grades (Scholastic); *Outcomes of Education; Program Effectiveness; *Remedial Instruction; *Student Characteristics; Student Educational Objectives; Student Evaluation; Student Placement; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Shelby State Community College TN

The tables presented in this report measure the effectiveness of Shelby State Community College's Academic and Developmental Services (ADS) Division, providing data on assessment and placement results, enrollment, retention, grade distribution, and progress of currently enrolled students who entered the college in fall 1987 or 1988. Highlighted findings include the following: (1) in fall 1988, 656 students or approximately 63% of SSCC's first-time freshmen were placed in remedial and developmental studies courses; (2) of these students, 233 were white, 421 were black, 431 were female, and 451 were under 21 years of age; (3) in fall 1988, 646 full-time freshmen actually enrolled in basic or developmental courses, and, of these, 487 returned in spring 1989; (4) grade distributions remained fairly constant between summer 1988 and spring 1989; and (5) since fall 1985, 790 students have successfully completed all ADS requirements and are currently enrolled in college-level courses. Also included in the report are statements of the assumptions, goals/objectives, and strategic actions of the Languages and Literature, Reading, Testing, Math and Methodology, Tutoring, and Student Support Services components of the ADS. Concluding comments indicate that, overall, students who completed remediation performed slightly better than students who did not need remediation. (JMC)

ED 310 954 SO 020 166

Ducoli, Bruno; Berwart, Francoise
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS-EGT(88)52
PUB DATE- 89
NOTE- 30p.
AVAILABLE FROM- Council for Cultural Cooperation, Council of Europe, BP 431R6, F-67006, Strasbourg Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Cultural Exchange; Cultural Interrelationships; Cultural Pluralism; Foreign Countries; Global Approach; Immigrants; *Intercultural Communication; *Intercultural Programs; *Music; Music Activities; Musicians; Social Integration
IDENTIFIERS- *Belgium

The competition described in this paper "Musiques sans frontieres", was open to amateur musicians of all nationalities and idioms in Belgium. Because music is a universal language, it was hoped that the competition would help promote an intercultural process whereby the interdependence of multicultural groups is recognized. The main objectives were: (1) to reveal to a wide public audience the diversity and richness of Belgium's musical heritage embellished by the contribution of various immigrant communities; (2) to elicit, stimulate, and further the musical expression and creativity inspired by this heritage; (3) to bring together musicians from different branches and backgrounds and, by a fusion of compatible elements, to arrive at new and original musical creations; and (4) to further good amateur musicians. A discussion of the procedures used for the competition is followed by a description of the finalists. The positive reaction of the media to the competition and some follow-up activities (recordings, concerts, directories) are discussed. Five appendices present the rules of the competition, lists of the semi-finalists and finalists from the three competitions (plus their nationalities and types of music), and the jury for the final competition held in June 1988. (JB)

ED 310 998 SO 020 250

Sperry, Robert
Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
PUB DATE- May 89
NOTE- 15p.; For related documents, see SO 020 236-238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biculturalism; Bilingual Education; Bilingualism; Church Role; *Elementary Secondary Education; *Foreign Countries; Libraries; *Postsecondary Education; Publications; Resource Materials; Science Education; Teacher Education; Womens Education; Writing Instruction
IDENTIFIERS- *New Zealand; *Western Samoa

Organized alphabetically by author, the 140 items in this bibliography deal with all aspects of Samoan education, including: teacher training, bilingualism, women's education, the role of the library, health education, biculturalism, writing instruction, higher education, science education, agricultural education, educational opportunities, and the role of the church in education. (JB)

ED 311 030   SP 031 493

Stiver, Rachel
Competitive Stress in Athletes: Determinants and Impact on Performance.
PUB DATE- 10 Apr 89
NOTE- 32p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Anxiety; *Athletes; *Competition; Higher Education; Intermediate Grades; Performance Factors; Secondary Education; *Stress Variables; *Test Validity

The purpose of this bibliography is to give coaches a better understanding of what determines competitive stress in athletes and of how this anxiety relates to performance. Research and studies pertaining to factors related to pregame and postgame competitive stress were investigated as well as the validity and reliability of tests used to measure competitive stress in athletes. The annotations are divided into three categories: (1) factors or sources that determine pregame and postgame competitive stress in athletes; (2) the effect of stress on an athletic performance; and (3) the validity of tests used to measure competitive anxiety. (JD)

ED 310 644 HE 022 443

Statistical Abstract of Higher Education in North Carolina, 1988-89.
North Carolina Univ., Chapel Hill.
PUB DATE- Apr 89
NOTE- 251p.
AVAILABLE FROM- University of North Carolina, P.O. Box 2688, Chapel Hill, 910 Raleigh Road, NC 27514-2688.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; College Entrance Examinations; College Faculty; College Housing; College Libraries; Community Colleges; Comparative Analysis; Degrees (Academic); *Enrollment; Enrollment Trends; Grants; *Higher Education; In State Students; Private Colleges; Scholarships; *State Colleges; *Student Characteristics; *Student Costs; Student Financial Aid; Student Loan Programs; Transfer Students; Tuition
IDENTIFIERS- *North Carolina

Tabular data are presented on higher education in North Carolina, as of 1988-89. Types of data presented on 83 tables and 14 figures include enrollment counts, degrees conferred, characteristics of students in various types of institutions, student costs, admission test scores, financial aid, and analyses of flow of student transfers among institutions. Tables are presented in the following sections: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, student housing, and general. Appendices provide information on data sources, term definitions, and discipline categories. (KM)

ED 310 785 IR 052 861

Klein, Susan S.

How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services?

PUB DATE- 29 Mar 89

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29-April 4, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clearinghouses; Cooperative Programs; *Cost Effectiveness; Financial Support; *Government Role; Information Dissemination; *Information Services; Public Agencies; Shared Resources and Services; Surveys; Users (Information)

IDENTIFIERS- Private Sector

This report presents the results of a survey of 100 education-related information clearinghouses that was conducted to determine their current budget and funding levels, describes key characteristics of both federally and nonfederally supported clearinghouses, and recommends ways for the federal government to improve coordination among groups of them. Increased coordination is proposed to help clearinghouse sponsors provide more cost-effective services to education information users. Focusing on the federal government's role in education-related clearinghouses, the first section profiles the proliferation of such clearinghouses, which reported in 1988 an estimated aggregate budget of $44,570,000, with 1,522,639 requests being directly responded to. Also discussed is the potential for clearinghouses to systematically organize and distribute government information as a sensible national responsibility. The next section describes the nature and methodology of the study, and provides definitions of national education-related databases and information centers. The third section presents the findings about clearinghouses, including their type and size; content focus; users; accessibility; database items; user services; dissemination; technical assistance; and compatibility with ERIC. The final section presents assumptions and detailed recommendations for Congress, federal agencies, other organizations, and clearinghouse users for supporting cost-effective services. A list of clearinghouses is appended. (6 references) (SD)

ED 310 969 SO 020 197

The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Apr 88
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Bilingual Teachers; Educational Change; Educational Development; *Educational Improvement; *Educational Quality; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; Multicultural Education
IDENTIFIERS- *Caribbean; Chile; Jamaica; *Latin America

The Major Project in the Field of Education in Latin America and the Caribbean resulted from a consensus of the countries of the region concerning the necessity for a renewed, intensive, and sustained effort to meet unsatisfied basic educational needs between now and the year 2000. The five articles in this bulletin explore innovative alternatives that meet the requirements of a balanced educational development. "New Strategies for Education and Training Financing in the Third World" (S. Lourie) raises questions concerning understanding of the socioeconomic factors underlying the success or failure of various educational strategies. "The Teaching of Mathematics at Basic and Secondary Levels in Chile" (G. Galvez; I. Villarroel) discusses the history of mathematics instruction in Chile since 1967, describes the current situation, and makes recommendations for improvements. Charts and graphs are included. "Conclusions Surrounding the Quality of Education" (P. Lafourcade) proposes an evaluative process to help educational improvement. "Texts in Student Achievement and in Teaching Methodology: Primary Textbook Project in Jamaica" (N. A. George) is a study of the impact and effectiveness of the Primary Textbooks Project in Jamaica. "Teaching Aid Materials for the Teaching Staff Training in Bilingual Intercultural Education" (M. Amadio) discusses the content of materials used by teachers of indigenous peoples. Lists of activities and publications of the Regional Office for Education in Latin America and the Caribbean are appended. (JB)

ED 310 660 HE 022 723

Ewell, Peter T.; And Others
Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 88
NOTE- 154p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Computer System Design; *Databases; Enrollment Trends; Higher Education; *Longitudinal Studies; *Outcomes of Education; *Program Implementation; Research Methodology; School Holding Power; *Student Records

Basic principles and techniques for constructing a student tracking system, either at the institutional or system level, are presented and illustrated. The design, development, and utilization of the LONESTAR (Longitudinal Student Tracking and Reporting) system are described. The system, which provides information on student achievement, program effectiveness, student retention and persistence, and enrollment behavior, is based on a cohort tracking methodology. The following topics are addressed: (1) basic design issues; (2) selecting and defining tracking system data elements (demographics, educational background, enrollment status, term tracking, follow-up elements, and derived data elements); (3) constructing and maintaining the tracking database; and (4) defining and generating system reports (institution-level and state-level reports; progress, performance and remediation status and evaluation reports; and interpreting results and using the database). LONESTAR data elements and sample pages from the LONESTAR data element dictionary are appended. (KM)

ED 310 674 HE 022 779

Frances, Carol; Wirth, Thomas H.
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
American Federation of Teachers, Washington, D.C.; Council of New Jersey State Coll. Locals.
PUB DATE- Apr 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Change Strategies; Decision Making; *Declining Enrollment; *Demography; Educational Demand; Educational Planning; Educational Supply; Enrollment Projections; *Enrollment Trends; Higher Education; In State Students; Policy Formation; *State Colleges; *Statewide Planning
IDENTIFIERS- *New Jersey

Information is presented from a study by the Council of New Jersey State College Locals to get facts on budgets, enrollments, New Jersey, the nation, and trends over the last decade in order to help the citizens of New Jersey determine what policies will best meet their needs in the 1990s. In June of 1987, the Chancellor submitted a Five-Year Agenda to the Board of Higher Education. Designed as a comprehensive planning document for higher education, its goals include better access, increased minority participation, ensured college affordability, improved physical facilities, funding levels consistent with excellence, and increased autonomy. However, it ignores the increases in the college-age population expected after 1995 and the effects of the very significant projected increase in the over-35 population which is already underway. It accepts declining enrollment as inevitable despite a stated commitment to access and equity. Study results indicate the following: a striking feature of New Jersey higher education is low enrollments; demographic trends are no worse in New Jersey than in states that have experienced enrollment increases instead of decreases; the enrollment decline is driven as much or more by policy decisions and unstated goals as by demographic trends; and the central concern of higher eduction policy in New Jersey should shift from management of decline to building a bridge to the future since the college-age population will begin to increase in 5 or 6 years. (SM)

ED 310 715 HE 022 880

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.

New York State Higher Education Services Corp., Albany.

PUB DATE- Jun 87
NOTE- 299p.; For volume 1, see HE 022 879.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Access to Education; *College Choice; Higher Education; Loan Repayment; Private Colleges; Program Effectiveness; Program Evaluation; Proprietary Schools; *State Aid; State Colleges; Student Costs; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- Debt (Financial); Loan Default; New Jersey; *Paying For College; Texas

The following papers from the National Association of State Scholarship and Grant Programs/National Council of Higher Education Loan Programs conference on student aid are provided: (1) "The Equity of Higher Education Subsidies" (John B. Lee); (2) "The Economics and Financing of Higher Education: The Tension between Quality and Equity" (W. Lee Hansen and Jacob O. Stampen); (3) "Inventory of Alternative Financing Methods for Higher Education" (Marilyn Sango-Jordan); (4) "Simulating a State Guaranteed Tuition Plan: New Jersey Proposal" (Lutz K. Berkner); (5) "Prospects for Supplemental Education Loans" (Ernest T. Freeman and Thomas D. Parker); (6) "Designing a Public-Private Partnership to Assist Students: A Case Study of the Lilly Endowment Educational Award Program" (William V. Hall); (7) "Working while Studying: Does It Matter?" (Gordon Van de Water and John Augenblick); (8) "Student Employment Patterns and the Role of Earnings in Financing the Cost of Attendance" (Gerald L. Setter and Craig V. Schoenecker); (9)

"NPASA: The National Data Base for Postsecondary Student Financial Aid Studies" (Samuel S. Peng and Roslyn A. Korb); (10) "Summary of Report on Student Loan Defaults" (Art Hauptman and Pat Smith); (11) "Examining the Loan Burden Problem" (Laurent Ross); and (12) "Student Debt in Texas: Survey Results and Policy Implications" (Jeff J. Webster). An index of authors is provided. References are provided at the conclusion of individual papers. (KM)

Fletcher, John D.; Orlansky, Jesse
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
Institute for Defense Analysis, Arlington, Va.
REPORT NO.- IDA-P-1896
PUB DATE- Jan 89
NOTE- 45p.; For related papers, see IR 013 918-919.
CONTRACT- MDA-903-84-C-0031
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Simulation; *Cost Effectiveness; Evaluation Methods; *Flight Training; Foreign Countries; Intermode Differences; Military Training; Postsecondary Education; *Resource Allocation; Slides; *Technical Education; *Transfer of Training
IDENTIFIERS- Australia; Canada; New Zealand; Technical Cooperation Program; United Kingdom; United States

This report summarizes 22 recent empirical studies on the cost-effectiveness of military training reported by countries that participate in The Technical Cooperation Program (TTCP), i.e., Australia, Canada, New Zealand, the United Kingdom, and the United States. A discussion of the methodology used to summarize the studies is followed by a description of the results and conclusions about the effectiveness, costs, and cost-effectiveness of the types of training that were investigated. The studies show an almost exclusive interest in simulation that extends from full-task, highly realistic simulators to part-task, lower cost simulators. The data show that simulator-based training is effective in developing performance proficiency; some transfer from simulator-based training to performance on actual equipment occurred in every case. Speed of performance was initially slower on maintenance tasks for simulator-trained students than for those trained with actual equipment. As expected, simulator training was found to cost less than training with actual equipment. The types of cost and effectiveness data collected in these studies do not permit an examination of trade-offs between cost and effectiveness. Future studies of training should examine functional relationships between effectiveness and cost and include sensitivity analyses of key variables that determine the cost-effectiveness of alternative training approaches. (27 references and 5 tables) (Author/GL)

ED 310 744 IR 013 942

Evans, Richard M.; Reed, Robert W.
Relating Disparate Computer Training Task Data Files.
PUB DATE- 28 Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Information Retrieval; Military Training; Postsecondary Education
IDENTIFIERS- American Standard Code Information Interchange; *Compatibility (Information)

Military training information is not available from a single, well-structured electronic source. It typically exists in multiple formats created by multiple software products, usually incompatible. The training analyst thus has the job of collecting that which is available and converting it to a format that can be processed by existing software. Further complicating the job is language ambiguity. The use of different terms or phrases when referring to the same topic is an inevitable outcome of many authors working on many files. Methods for converting information on training tasks stored in multiple incompatible records into a common form--American Standard Code for Information Interchange (ASCII)--and for working through the language ambiguities are presented. An example of the procedure is provided, and possible future applications of the procedure are described. (GL)

ED 310 772 IR 052 836

Sullivan, Kathryn
Using UTAH PILOT To Teach Basic DIALOG Searching.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); Bibliographic Databases; *Computer Assisted Instruction; Computer Simulation; Higher Education; *Instructional Design; Learning Modules; Microcomputers; Nursing Education; Online Systems; Programing Languages; *Search Strategies; Users (Information)
IDENTIFIERS- DIALOG; ERIC; Utah Pilot; Winona State University MN

The popularity of DIALOG database searching causes problems when requestors do not understand how the service operates or how to fill out a search request. This report describes the implementation of a computer-aided instructional (CAI) program, which was developed using the UTAH PILOT programming language, to convey basic information about DIALOG to students in the College of Nursing and Health Sciences at Winona State University. The program was designed to demonstrate how to do simple DIALOG searches in ERIC and biomedical databases on 5.25 or 3.5 inch disks in the computer laboratory. The CAI program was divided into three parts: (1) an introduction to DIALOG and the basic commands; (2) a brief review and a quiz; and (3) examples of an actual search in DIALOG. The CAI simulation was designed to allow students to learn about DIALOG services while fostering an appreciation of why some searches do not provide the desired results. It is noted that, although no students who had completed the CAI program had availed themselves of the opportunity to conduct an online search under librarian supervision, a definite improvement had been observed in both the number and the quality of the online search requests submitted from the College of Nursing. The report includes background information about DIALOG; a brief literature review; and discussions of the implementation of the program, pilot testing results and subsequent changes in the program, and the outcome of the project. The appendixes, which make up the greater part of the report, provide two examples from the CAI program and a copy of the complete instructional program. (12 references) (SD)

ED 310 881 PS 018 308

Tudge, Jonathan; Caruso, David
Cooperative Problem-Solving in the Classroom.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-88-1
PUB DATE- 89
NOTE- 3p.
GRANT- OERI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cooperation; Early Childhood Education; *Elementary School Students; Guidelines; *Piagetian Theory; *Preschool Children; *Problem Solving; *Teacher Role
IDENTIFIERS- ERIC Digests

Cooperation among students in classroom problem-solving activities is briefly discussed in terms of Piaget and cooperative problem-solving, guidelines for teachers, and the teacher's role. While research results are not unambiguous, teachers can encourage children to interact and share their perspectives during cooperative play by: (1) planning activities in which children have a shared goal; (2) ensuring that the goal is intrinsically interesting; (3) making it possible for children to achieve their goals through their own actions; and (4) seeing to it that the results of the child's actions are visible and immediate. To avoid giving directions, teachers can encourage children to interact with each other, help children clarify or adapt their shared goals, and involve children who are unlikely to initiate interaction. It is concluded that cooperative problem-solving becomes a valuable part of the curriculum when teachers present problems that children at different developmental levels can work on together, encourage children's efforts to share perspectives, and help them achieve a common objective. Nine references are cited for further reading on the topic. (RH)

ED 310 894 RC 017 075

Lows, Raymond L.
Rural School Finance: A Critical Analysis of Current Practice in Illinois.
PUB DATE- Sep 88
NOTE- 29p.; Paper presented at the National Rural Education Research Forum (Bismarck, ND, September 23-24, 1988). This paper is a minor revision of a report submitted to the Rural Education Project: A Contract of Research, Evaluation and Policy Studies with the North Central Regional Educational Laboratory, June 1988.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Financial Policy; Public Schools; Rural Areas; *Rural Education; *Rural Schools; School Demography; School Districts; School Statistics; *Small Schools
IDENTIFIERS- *Illinois

School finance is basic to understanding and improving the condition of rural education. Information necessary for financial planning and policy development at the state and local levels is stored in large computer readable data bases and needs to be accessed. Pertinent data elements need to be extracted from the data base and relationships among the data need to be identified. A study conducted in Illinois in 1987-88 established a multidimensional definition of rural education for use with large computer readable data bases. A unit school district operating grades K-12 was classified as rural if it met at least four of the following five criteria: (1) enrollment of less than 1,350; (2) pupil sparsity of less than 15 pupils per square mile; (3) assessed valuation of at least 25% from farmland or mineral properties; (4) assessed valuation of at least 25% from farmland; and (5) location outside a Standard Metropolitan Statistical Area. Although rural and small nonrural schools may be similar in many ways, they are dissimilar in ability to access revenues for education and in their efforts to support educational programs. When effort to provide educational programs was measured not by property tax rates but by ratio of operating expenditures per pupil to median family income, rural school districts made a proportionately greater effort. School aid formulas which include income in the wealth measure would provide increased benefits to rural school districts with lower median family incomes. Proposed two-stage state-local finance systems would provide equalization of resources across all school districts. Use of the definition of a rural school district as established in this study to access computer-readable information would facilitate further efforts to describe and improve the condition of rural education. Statistical information is presented in 12 tables. (ALL)

ED 310 923 SE 050 861

Stoloff, David L.

Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects.

PUB DATE- 16 Feb 89

NOTE- 21p.; Paper presented at the Meeting of the California Association for Bilingual Education (Anaheim, CA, February 16, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Limited English Speaking; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; *Science Programs; Secondary Education; *Secondary School Mathematics; *Secondary School Science

IDENTIFIERS- *California Academic Partnership Program

Mathematics and science instruction in schools often poses a challenge for limited-English-proficient (LEP) students. This paper discusses how the various curriculum development and assessment projects sponsored by the California Academic Partnership Program (CAPP) implement techniques for learning and teaching mathematics and science for LEP students. The historical development of the CAPP during 1983-1989 is summarized. Three strategies used by the CAPP are described: (1) tutoring and counseling; (2) parental and community involvement; and (3) team-teaching and curriculum development. The importance of further CAPP projects is discussed. Three references are listed. (YP)

ED 310 940 SE 050 886

Kinsley, Allison P., Ed.; And Others
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
United States Space Foundation, Colorado Springs, CO.
REPORT NO.- ISBN-0-9616962-2-2
PUB DATE- Apr 88
NOTE- 351p.; Photographs may not reproduce well.
AVAILABLE FROM- United States Space Foundation, P.O. Box 1838, Colorado Springs, CO 80901 ($50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aerospace Education; *Aerospace Technology; *International Cooperation; *National Defense; Policy; *Research Administration; Research and Development; Science Programs; Space Exploration; *Space Sciences; Technological Advancement
IDENTIFIERS- *Strategic Defense Initiative

Forum topics included discussions on: (1) "Provocative Perceptions: Space Achievement and Challenge"; (2) "International Cooperation and Competition"; (3) "International Space Programs"; (4) "Astronauts Memorial Foundation"; (5) "Prospects for U.S. Commerical Space Transportation"; (6) "Planning for the International Space Year"; (7) "Civil Program Updates"; (8) "East-West Launch Competition"; (9) "Moon--Mars and Beyond"; (10) "Initiate Space and Aviation Education"; (11) "Military Space Imperatives"; (12) "Military Services Report on Space"; (13) "U.S Space Operations"; (14) "Military Space R&D Policy"; (15) "Emerging Space Technologies"; (16) "The Strategic Defense Initiative"; (17) "SDI--Myth or Reality?" The "Space Law and Policy Forum" covered satellite telecommunications, remote sensing, and mediastat. During the "Space & Aviation Education Forum," such topics as "Utilizing the Excitement of Space for Quality Education"; "Space and Aviation Education Panel"; "Utilizing Space Education in the Classroom"; and "The Future Belongs to Who 'Knows to Know'" were discussed. Lists of exhibiting companies, volunteers, attendees, and acronyms are appended. (YP)

ED 310 983 SO 020 219

Holt, Evelyn R.
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition.
Indiana Council for Social Studies.
PUB DATE- 89
NOTE- 43p.
AVAILABLE FROM- Indiana Council for the Social Studies, 2805 E. 10th St., Rm. 110, Bloomington, IN 47408-2698 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Organizations (Groups); *Professional Associations; *Social Studies
IDENTIFIERS- *Indiana; *Indiana Council for the Social Studies

The Indiana Council for the Social Studies (ICSS) was founded in 1938 to specifically address the needs of social studies education in the state. The recurring themes addressed by ICSS members include academic freedom, teacher certification requirements, "back to basics," textbook adopting standards, curriculum revision, citizenship, law-related education, and juvenile delinquency. As the ICSS faces the 21st century, these concerns and others such as at-risk students, professional development, and varying emphases on individual aspects of the social studies curriculum must be addressed. The ICSS has impacted the development of the educational system in Indiana through cooperative ventures, publications, and conventions, continually working to promote excellence in social studies education. Included are comments by the past leaders concerning the vital issues of their respective tenures as well as their special memories. These responses present a composite view of the historical concerns of the Council. Biographical data on past presidents is also provided. (PPB)

ED 310 999 SO 020 252

Chapman, Anne

The Difference It Makes: A Resource Book on Gender for Educators.

National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-69-8
PUB DATE- 88
NOTE- 75p.
AVAILABLE FROM- National Association of Independent Schools, 75 Federal St., Boston, MA 02110 ($20.00; 20% discount on five or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Communication; Educational Environment; Elementary Secondary Education; Family (Sociological Unit); Family Attitudes; Family Environment; Females; *Language Usage; Males; Nonverbal Communication; *Sex Bias; *Sex Stereotypes; Sociolinguistics; Teacher Student Relationship; Textbook Bias; Work Environment

The recent flood of new information on structuring human experience along gender lines and on the female component of human experience has profound implications for education. The new scholarship shows that much of what people once assumed to be innate gender difference is in fact produced by adults' different behavior toward boys and girls, of which adults may themselves be unaware. It also shows that the demands on women and men in workplace and family differ greatly from what they were even a generation ago and that gender-stereotypic responses to these demands are detrimental to both men and women. Schools may be promoting gender-stereotypic thinking and behavior by the courses that are offered; the manner in which students are expected to behave and perform; how students are taught, counseled, and coached; and what personnel policies and compensations are offered. This volume summarizes recent reliable information on cognitive and affective differences between girls and boys and looks at the effects of school and schooling on them. More important, it suggests ways to see whether assumptions often taken for granted about men and women are appropriate and, where they are not, how to work toward change. A 48-item annotated bibliography is divided into reference and interdisciplinary works, academic subject areas, and nonacademic areas of school life. Lists of 38 publishers' catalogs and 6 audiovisual distributors' catalogs of materials on women and gender are included. (JB)

ED 311 031   SP 031 496

Drew, Janet D.
Peer Coaching as a Method of Staff Development: An Annotated Bibliography.
PUB DATE- Jul 89
NOTE- 53p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Collegiality; Elementary Secondary Education; *Inservice Teacher Education; *Peer Teaching; Research Needs; *Staff Development; Teacher Effectiveness; *Teaching Skills; Tutoring

This paper presents a review of literature dealing with peer coaching as a method for improving the teacher's overall instructional effectiveness, as well as generating teacher collegiality. The articles annotated for this study are organized into four sections. The first section discusses the concept of peer coaching, and the second section presents related models of peer coaching programs. The third section presents examples of various studies conducted in peer coaching which report positive findings. Negative factors and aspects of peer coaching and recommendations for further research are reviewed in the last section. (JD)

ED 310 702 HE 022 809

Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

REPORT NO.- SUNY-OIR-6-89
PUB DATE- 88
NOTE- 679p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Applicants; College Students; Community Colleges; *Enrollment Trends; Higher Education; Institutional Research; Postsecondary Education; State Colleges; *State Universities; *Student Mobility; *Transfer Students; Two Year Colleges
IDENTIFIERS- *State University of New York

The 19th annual study of the application and enrollment patterns of transfer students provides information regarding the inter-campus mobility of students attending institutions under the program of the State University of New York (SUNY). A series of detailed tables provide data relating the transfer student's prior institutions and current SUNY institution and entry level. This information is provided for individual institutions, institution types, and institutions by coordinating area. Additional information is provided regarding trends in transfer students, relationship of the associate degree to transfers, admissions success of transfer students, and related information. A publications list is appended. (KM)

ED 310 759 IR 013 962

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).

Public Service Satellite Consortium, Washington, D.C.
PUB DATE- 89
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Distance Education; *Economic Factors; *Educational Innovation; *Evaluation Methods; Formative Evaluation; *International Programs; Professional Development; Summative Evaluation; Technical Assistance; *Technological Advancement; Telecommunications; Teleconferencing
IDENTIFIERS- *Public Service Satellite Consortium DC

The proceedings from six Public Service Satellite Consortium audioconferences conducted in 1988 provide information on preparing teachers and students for teaching and learning at a distance; costs and benefits of distance education; secrets to success and pitfalls to avoid; technological innovations; international trends; and methods for evaluating distance education programs. An introduction and transcriptions of six audioconferences involving prominent personalities in the field of distance education comprise this document. Titles and dates of the audioconferences are: (1) "Training To Teach at a Distance" (January 13); (2) "Strategies for Learning at a Distance" (March 16); (3) "The Economics of Distance Learning: Business or Social Service?" (May 18); (4) "Technological Invention and Educational Innovation: Conflicting Perceptions" (July 13); (5) "International Trends in Distance Learning" (September 13); and (6) "Distance Learning: The Final Exam" (November 16). (GL)

ED 310 850 PS 018 197

Rogers, Fred M.
Turning Caring into Action.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Conference of Southwest Foundations (40th, Corpus Christi, TX, May 11-13, 1988).
AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, Box 7998, Austin, TX 78713-7998 ($0.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Early Childhood Education; *Early Experience; *Emotional Experience; *Preschool Children; *Television Viewing; *Toddlers

Fred Rogers, creator and host of the television program "Mister Roger's Neighborhood," believes strongly in several propositions concerning the healthy development and education of young children. These ideas include the following: (1) to grow up to be healthy, very young children do not need to know how to read, but they do need to know how to play; (2) no matter how helpful computers are as tools, they do not compare to a teacher-child relationship which is human and mutual; (3) there is a great difference between insisting on someone's doing something and establishing an atmosphere in which that person can grow into wanting to do it; and (4) appropriate television experiences can have an extremely beneficial impact on children. (RH)

ED 310 865 PS 018 267

Wiedey, Linda Brenckman; Lichtenstein, James M.
Academic Stress in Kindergarten Children.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Divorce; *Family Influence; Family Problems; Kindergarten; *Kindergarten Children; *Learning Readiness; Primary Education; Public Education; *Stress Variables

This research examined stress in the kindergarten in the public school system of North Carolina. A questionnaire was designed to collect information from public school kindergarten teachers concerning seven stressors: (1) academic tasks that students were developmentally unable to handle; (2) death of a close family member or friend; (3) the move to a new home or school; (4) a new sibling; (5) personal injury or illness; (6) separation or divorce of parents; and (7) family tension (other than number 6). Teachers were requested to indicate the number of students in their classes who were displaying signs of stress due to each of the stressors. Teachers then ranked the severity of the stress and added comments. The data revealed that the 419 teachers who responded perceived their students to be exhibiting symptoms of stress caused by many factors. Trauma in the family resulting in the separation or divorce of a child's parents was cited as causing the most severe symptoms of anxiety. Academic tasks that students were developmentally unable to handle caused the next-to-most severe symptoms. The data indicated that the teachers surveyed felt pressured by parents, colleagues, and established curriculum to meet academic objectives. (RJC)

ED 310 908 RC 017 206

Benay, Jeffrey; And Others

A Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.

PUB DATE- 28 Apr 88
NOTE- 27p.; Paper presented at the Annual Conference of the New England Research Organization (April 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Classroom Environment; Educational Research; Grade 9; *Group Discussion; *High Risk Students; Junior High Schools; Low Income; Public Schools; Social Bias; Student Alienation; *Student Attitudes; Student Needs; *Student School Relationship
IDENTIFIERS- *Empowerment; Native Americans

This study of school climate elicited from 12 American Indian ninth graders a sense of how they perceive their school. The inquiry does not examine the practices of teachers and administrators, but is concerned instead with statements made by the students themselves. A process of group questioning and continuous observation during group discussions provided data and gave students the opportunity for experiential learning. The population consisted of 12 low-income Abenaki Indian children, who discussed their likes and dislikes about school. The data suggest ambivalent feelings held by students about school. While they raised common concerns about respect, belonging, hygiene, equality, and control in their school environment, the students still expressed a desire to be there. As they viewed a system which, in their minds characterizes them as inferior, they were searching for recognition outside the boundaries of acceptable behavior. The study was valuable not only for researchers but for the students, who were empowered by being able to express some of the frustrations they feel in school. Their expressions of frustration were echoed by others, including teachers, in their respective educational positions. Implications for future study are discussed. (TES)

ED 311 014 SP 031 437

Ragland, Rachel G.
The Status of Teachers and Teacher Education in High School Psychology.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the APA Convention (New York, NY, August, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Intellectual Disciplines; *Preservice Teacher Education; *Psychology; *Secondary School Curriculum; *Secondary School Teachers; *Teacher Qualifications

This paper discusses the current status of precollege psychology teachers and what training and preparation these teachers have had for this position. Inquiry was also made into what is actually being taught at the secondary level. A two-part questionnaire was addressed to 2,000 secondary principals to obtain data. Responses (N=700) indicated that on the average, the major part of the teaching schedule of teachers of psychology is spent teaching other subjects, i.e., English, history, sociology. Most of the teachers did not major in psychology itself and have taken only a limited number of credit hours in psychology. Social studies is the certification area of most high school psychology teachers. Topics most emphasized by the teachers were personality, development, learning, mental health, and behavioral disorders. Suggestions are made for improving the preparation of precollege psychology teachers. (JD)

ED 310 645 HE 022 444

Fraas, Charlotte J.

The U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-454-EPW
PUB DATE- 31 Jul 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Educational Finance; Federal Aid; Federal Regulation; Financial Support; Higher Education; Legal Responsibility; *Loan Repayment; *Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- *Loan Default; Stafford Student Loan Program

An analysis of the U.S. Department of Education's (ED) default reduction plan under the Stafford Student Loan Program (formerly called the Guaranteed Student Loan program) is presented that concentrates on the new regulations and their implications for schools, students, and program administrators. The default plan's success largely depends upon whether the ED aggressively enforces the new regulations, and the extent to which institutional actions are actually contributing to defaults. Following a background of the default initiative (the problem and the ED plan), the following are covered: the final regulations (provisions affecting schools with high default rates, consumer information, guaranty agency program reviews, borrower counseling requirements, lender notification to school on delinquency, school refund policies, information sharing, and annual information ED); the proposed regulations; administrative actions to reduce defaults; ED legislative proposals to reduce defaults (major default reduction provisions of legislation proposed as part of the fiscal year 1990 budget request, and legislation requested specifically as part of the default initiative); and analysis of the initiative (implications for schools, students, and program administrators). (SM)

ED 310 688 HE 022 793

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

New York State Education Dept., Albany.; State Univ. of New York, Albany. Office of the Regents.

PUB DATE- 88

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Educational Finance; Financial Support; Full State Funding; Government School Relationship; Grants; Higher Education; Scholarship Funds; School Support; *State Aid; State Federal Aid; State Government; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- *New York

Information on state student financial aid programs in New York is provided to the governor and legislature by the Board of Regents. Part I discusses recent developments in the state's student aid programs and recommendations of the regents. Part II's four sections are as follows: the scope of state-administered student aid programs (e.g., the Tuition Assistance Program, new scholarship programs, and loan programs); the scope of other federal aid programs in New York (Postsecondary Student Assistance Amendments of 1981, and distribution of federal aid funds); awards and payments in the Tuition Assistance Program (utilization rates by sector and level, and average awards); and the relationship of state, federal, and institutional student aid programs. Information is provided on the distribution of various government and institutional aid programs for 3 years at degree-granting institutions. An appendix provides information on the determination of the student's award on the basis of tuition cost and financial ability. (SM)

ED 310 786 IR 052 862

Stonehill, Robert M.
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement.
Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 29 Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clearinghouses; Cooperative Programs; *Databases; Federal Programs; Information Dissemination; *Information Systems; *Program Development; *Program Improvement; Publications; Users (Information)
IDENTIFIERS- *ERIC

An overview of the Educational Resources Information Center (ERIC) is presented, with a discussion of proposed improvements to ERIC's acquisition, synthesis, and dissemination activities. The Department of Education's Office of Educational Research and Improvement (OERI) has emphasized that ERIC products and services should be more widely available and should be used by more diverse audiences. Achieving that goal hinges on three factors: receiving additional resources, applying new technologies, and adapting systemwide management policies. A framework for system improvement, put in place during the 1987 competition for ERIC Clearinghouse contracts, already has begun to implement mechanisms to improve the quality of information in the ERIC database, coordinate systemwide products and services through the creation of ACCESS ERIC (a new system component), expand publications, establish a network of ERIC Partners, collaborate more systematically with other federal education programs, and identify and index critical statistical information. Future system improvement options are also discussed, such as expanding database and journal coverage, developing the capability to store and retrieve full-text documents, creating expert search systems, enhancing electronic dissemination, developing new publication series, and marketing ERIC products and services in ways that better reach practicing educators. The concepts for ERIC system improvement will be more fully developed in a document--"ERIC in the Year 2000"--now under development. An address and telephone directory of the components of the ERIC system is attached. Scope notes describe the areas of coverage of the individual clearinghouses. (3 references) (Author/MES)

ED 310 800 JC 890 401

Cerritos College Information Notebook, 1988-89.

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.

PUB DATE- 89
NOTE- 324p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; College Transfer Students; *Community Characteristics; Community Colleges; Employment Projections; *Enrollment Trends; Feeder Patterns; Geographic Distribution; *Population Trends; Program Descriptions; Racial Composition; *Student Characteristics; Tables (Data); *Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Cerritos Community College CA

This notebook, intended to provide current statistical and comparative information on Cerritos Community College (CCC), is divided into eight detailed sections. Part I outlines current trends and challenges affecting education in California, focusing on changes in demography, ethnic proportions of students and staff at the secondary and postsecondary levels, changes in the economic climate and workforce, and social trends. Part II presents numerical data and charts on such aspects of the CCC district as demographic characteristics of district cities (i.e., gender, age, and racial distributions, as well as socioeconomic and educational status of district families); district residents' employment by occupation/industry; and the district's feeder high schools. Part III compares student characteristics at CCC and 11 other California community colleges of similar size with respect to transfer characteristics, full-/part-time status, gender, ethnicity, and age. Part IV is devoted to characteristics of CCC students, including enrollment rates of district high school graduates, geographic distribution of student residences, trends in probation and dismissal, placement levels of students tested from August 1987 to July 1988, ethnic distribution of degrees and certificates awarded from 1982-83 to 1987-88, participation in vocational education, and information on transfer students. Part V outlines CCC's instructional programs, student services, and community services, while part VI presents information on the age, ethnicity, and gender of full-time college staff. Finally, part VII supplies a financial overview of the district, in the form of the 1987-88 CCC year-end budget, and part VIII provides economic indicators and employment projections for California, Los Angeles County, and the Los Angeles-Long Beach Metropolitan Statistical Area. A 44-item bibliography is attached. (JMC)

ED 310 812 JC 890 418

Halpin, Richard L.
A Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- Jefferson Community Coll., Louisville, Ky.; New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Jun 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Community Colleges; Day Students; Educational Counseling; *Evening Students; Interviews; Outreach Programs; *Part Time Students; Program Evaluation; Two Year Colleges
IDENTIFIERS- *State University of New York

In the spring of 1989, a study was conducted of the academic advising systems and practices in place for part-time students at 27 State University of New York (SUNY) community colleges. The purpose of the study was to gather information on the advising systems and to determine if adult, part-time, evening students had the same access to advisement as full-time day students. Personal interviews were conducted with 30 faculty/staff members at the colleges who were responsible for the academic advisement of part-time students. An analysis of responses revealed the following: (1) part-time students compose 51.5% of SUNY community college enrollment; (2) few outreach programs exist for part-time students attending in the evening, at which time the extent of academic advising seems to be limited to "having someone available"; (3) students who attend classes at extension sites appear to be better served as a result of the specific assignment of advising responsibilities to a site coordinator; (4) many colleges have instituted evening advisement centers to increase student-staff contact and thereby increase the retention rate of part-time students; (5) in about one-half of the colleges, the administrative structure for the advisement of full-time, matriculated students is the same as for part-time, matriculated students; and (6) the most common response to the question of what improvements the interviewees would make was "to have greater evening and weekend availability of advisement". Appendixes include the letter of introduction and the interview questionnaire. (VVC)

ED 310 824 JC 890 432

Career Student Follow-Up: Class of 1987-88.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Aug 89
NOTE- 60p.; For a related report, see JC 890 433-434.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; Community Colleges; *Education Work Relationship; *Employer Attitudes; Job Satisfaction; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Questionnaires; *Student Attitudes; Tables (Data); Two Year Colleges; Vocational Followup; Wages

In January 1989, a study was conducted at Johnson County Community College (JCCC), in Kansas, of students who graduated, received certificates, or completed sufficient courses to have obtained new skills or enhanced existing skills during the 1987-88 academic year. The purpose of the study was to determine the experiences, perceptions, and opinions of both JCCC career program completers and their employers regarding educational outcomes. Telephone calls were made and questionnaires were mailed to a total of 429 former students, resulting in 312 usable responses. Questionnaires were also mailed to 212 employers of respondents who were working in fields related to their area of study, with 75.9% responding. Major findings from both surveys included the following: (1) 88.1% of the survey respondents had achieved their original educational objectives at JCCC; (2) nearly 90% rated both the content of career courses and the quality of instruction as excellent or good; (3) 65.7% earned associate degrees; (4) 24.4% were currently pursuing additional education; (5) over 80% were employed in jobs related to their JCCC course of study; (6) the average hourly wage reported by 1987-88 completers was $9.90, up from $9.39 for 1986-87 completers and $8.61 for 1985-86 completers; (7) 89.4% of the responding employers rated the former JCCC students as good or very good in terms of overall job preparation; and (8) 68.9% of the employers anticipated hiring additional workers within 3 to 5 years. Numerous tables and the survey instruments are included. (JMC)

ED 310 836 JC 890 446

The Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
Evaluation and Training Inst., Los Angeles, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 31 Aug 89
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; College Admission; Community Colleges; Cost Effectiveness; Course Selection (Students); Educational Diagnosis; Followup Studies; Institutional Research; Program Implementation; Questionnaires; *School Holding Power; *School Orientation; State Programs; State Surveys; Student Attitudes; Student Evaluation; *Student Personnel Services; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *California; Student Flow

In 1987, the Chancellor's Office of the California Community Colleges initiated a three and one-half year evaluation of the statewide matriculation program, a legislatively mandated effort to assist community college students in identifying and achieving their educational goals. This report evaluates the implementation of matriculation during the first year, 1987-88. The report discusses matriculation services prior to 1987-88 and after the first year of program implementation, focusing on orientation; assessment; advisement, counseling, and course selection; student follow-up; institutional research and evaluation; coordination and training; admissions; barriers to program implementation; and the impact of matriculation on the colleges. In addition, the report presents results from student and faculty surveys, discusses the role and effectiveness of the Chancellor's Office, offers a cost analysis, and presents recommendations. Major findings of the study include the following: (1) 60% of the colleges expanded their orientation programs, and 60% implemented new types of orientation services; (2) over 70% of the colleges expanded existing assessment programs, and almost 75% expanded their counseling programs; (3) the implementation of matriculation was impeded by cutbacks and delays in funding, poor communication between the Chancellor's Office and the field, limited data processing capabilities, and defunding of a statewide management information system; (4) despite the fact that most students perceived benefits from the matriculation services, 40% indicated that they were still confused about which courses they should be taking; and (5) faculty participation in the program was limited. Recommendations call for full funding of the matriculation program by the legislature, the development of a 5-year evaluation timeline, greater faculty involvement, and a greater emphasis on student assistance, particularly with respect to course selection. Survey instruments are appended. (JMC)

ED 310 955 SO 020 168

An Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Mar 89
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Curriculum Enrichment; *Economics Education; Elementary Education; *Instructional Effectiveness; Instructional Material Evaluation; *Instructional Materials; Material Development; Multimedia Instruction; *Videotape Recordings
IDENTIFIERS- *Economic Concepts

"Econ and Me" is a series of five 15-minute video programs developed for 7- to 10-year-old students, with accompanying programs for their teachers and related print material. Program 1, "Scarcity," and Program 2, "Opportunity Cost," were evaluated in a variety of classroom settings in the United States and Canada in February 1989. This report details the methodology and findings of this evaluation process. Both programs captured and maintained student attention. The character Econ was especially liked. Students performed satisfactorily on items assessing their comprehension of the major content points in Program 1. However, a need for an explanation of the term "economic problems" was uncovered; this will be included in the teacher's guide. Students did not perform satisfactorily on two key content items related to the concept of "opportunity cost" in Program 2. The initial animated segment in this video has been revised to improve content understanding. Fifteen appendices comprising the bulk of the report include statistical data, copies of the questionnaires used in the evaluation process, some teacher questionnaire comments, and a list of the cooperating agencies. (JB)

ED 310 984 SO 020 220

Hodgkinson, Harold
The Context of 21st-Century Civics and Citizenship.
PUB DATE- 5 Oct 88
NOTE- 18p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 308 100-101 and ED 307 187-188.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Civics; Educational Change; Educational Demand; *Educational Planning; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Long Range Planning; Population Growth; *Population Trends; Racial Composition; Trend Analysis
IDENTIFIERS- Twenty First Century

Demographic analyses and projections provide a reasonably good portrait of the students of the 21st century and should be considered when planning for their education. Melding U.S. fertility and immigration data, it is clear that the future of the United States will be steadily more minority and less white. Shortly after the turn of the century, one out of three adult U.S. citizens will be non-white. The most conservative projection estimates that 48 percent of students will be minorities. Were the United States still a youth-oriented society, the prospects of marshaling the resources necessary for the schools to serve the variety of ancillary missions expected (day care, recreation, etc.) while successfully meeting pressing educational challenges might seem bright. However, the United States is a rapidly aging society faced with difficult resource allocation choices. One choice may well be between education and health care. The schools of the 21st century face the challenge of educating future citizens within the context of an entirely new order of pluralism. More than ever before, these students will be characterized by poverty, native languages other than English, physical and emotional handicaps, and ethnic and cultural diversity. Astonishingly, despite these inevitabilities, the present concern is with tightening standards for educational outcomes, rather than taking steps to ensure that every child has a reasonable chance of attaining them. Demographically, it is the wrong time to orient schools toward serving as screening mechanisms. Schools are needed to create winners, not pick winners. The goal should be to make sure that every child succeeds in school. (JB)

ED 310 661 HE 022 724

Ransom, Angela
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
World Bank, Washington, D. C.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- The World Bank, 1818 H St., N.W., Washington, DC 20433 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; Economic Development; Educational Development; *Educational Finance; Educational Quality; *Financial Needs; Financial Problems; *Financial Support; *Foreign Countries; *Higher Education; *Resource Allocation; Student Costs
IDENTIFIERS- *Africa (West); *College Costs

Meetings were held in Senegal in 1985, in Cote d'Ivoire in 1986, and in Zimbabwe in 1987, concerning the current state of higher education finance in Africa, the structure of unit costs, and the role of development assistance agencies and other sources of financial support. Reports are presented concerning the macroeconomic perspective, internal efficiency, external efficiency (manpower and quality), and alternative sources of financing (private sector contributions and student financing). Common views emerged on: (1) the unlikelihood of additional public resources becoming available for higher education; (2) the more efficient use of existing resources; (3) the substantial public sacrifice required to implement adjustment strategies; (4) the need to increase the private costs of higher education, by reducing public expenditures on student subsidies and non-academic expenditures; (5) the need for curriculum and course improvement and promotion of regional collaboration through supra-national institutions; and (6) the need for continued financial and technical support from development assistance agencies. Meeting agendas and participant lists are appended. (KM)

ED 310 745 IR 013 943

Mayo, Kathleen; Rider, Sheila
A Selection of Audiovisual Materials on Disabilities.
Florida State Library, Tallahassee.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Amputations; *Audiovisual Aids; Autism; Catalogs; Cerebral Palsy; *Disabilities; Epilepsy; Hearing Impairments; Instructional Materials; Mental Disorders; Mental Retardation; Neurological Impairments; Visual Impairments
IDENTIFIERS- *Florida State Library

Disabled persons, family members, organizations, and libraries are often looking for materials to help inform, educate, or challenge them regarding the issues surrounding disabilities. This directory of audiovisual materials available from the State Library of Florida includes materials that present ideas and personal experiences covering a range of disabling conditions, including autism, cerebral palsy, epilepsy, hearing impairment, loss of limbs, mental illness, mental retardation, paraplegia, spina bifida, and visual impairment. Issues that relate to these conditions include assistive devices, attitudes, independent living, institutionalization, motivation, physical accessibility, rehabilitation, and sign language. Each entry in the directory includes information on target audience, format (audiocassette, 16mm film, slides, 3/4" videocassette, or VHS videocassette), length of time, producer, and year of release; a brief annotation; and a list of subjects covered (including an indication of the type of disability addressed). Instructions for requesting materials from the State Library of Florida are provided. (GL)

ED 310 773 IR 052 837

Cooper, Sandra M.
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
Association of Specialized and Cooperative Library Agencies, Chicago, IL.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Sep 80
NOTE- 74p.; For the guide produced by this project, see IR 052 844.
GRANT- G007900365
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Correctional Institutions; *Curriculum Development; *Library Material Selection; *Library Services; Material Development; *Prison Libraries; Program Evaluation; *User Needs (Information)

This project was designed to develop a curriculum guide that would: (1) provide basic information on joint planning of library services for jail populations by correctional and library personnel and inmates, inmate needs, service options, sample policies, budget, and coordination of services with existing library, jail, and community resources; (2) provide a strategy and worksheets for a step-by-step planning and decision-making process; (3) provide sample materials from jail library programs; and (4) provide examples of the variety of possible jail library programs. The project also included field testing of the curriculum guide by participants in an institute on library service to jail populations, written evaluations by users, and reports from practitioners on how they had used the manual. The introduction provides background information about the project and the compilation of the resulting guide. The next three sections report on the implementation of the project, including the people involved, the process used, issues addressed, and problems encountered; the results; and the development process. The evaluator's report by Peggy O'Donnell which follows the narrative report includes the project objectives and outcomes, evaluation methodology, the developmental process, the institute and the guide, major concerns about the guide contents, a follow-up evaluation, and conclusions and future recommendations. Eight appendices provide lists of the members of the Planning Committee, the Advisory Group, reviewers, and institute participants, as well as evaluation response sheets, the telephone interview form, and the table of contents for the guide. (SD)

Negussie, Birgit
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
PUB DATE- Jul 89
NOTE- 19p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; *Child Rearing; Cultural Traits; Ethnography; Foreign Countries; *Health; Non Western Civilization; *Nutrition; Parenting Skills; *Preschool Children; Preschool Education; Sociocultural Patterns
IDENTIFIERS- *Ethiopia; *Informal Education

This report discusses the roles of health, nutrition and informal education in the preschool education of children in southwest Ethiopia. Information for the report is drawn from data from a study of traditional maternity and child care in the Southern Shewa region of the country. Mother and child health is a priority in Ethiopian health planning. The 10-year health sector plan aims at a reduction of the infant mortality rate, an improvement in life expectancy, and a strengthening and expansion of services and programs. Elderly women in the region have sound knowledge about maternal health, deliveries, care and feeding of infants, and trado-pharmacological remedies. In the region, there is little attention to the preservation of beneficial nutritional practices, which are better than modern ones. Firsthand observations indicate that small children are given much attention by parents, siblings, and grandparents. During the first years of life, children play around their houses, often imitating adult life. Later, girls receive a practical education from their mothers. Women in the region usually speak three or four languages fluently, and children usually become bilingual at an early stage. During the past 15 years, a national preschool program has developed rapidly. (RJC)

ED 310 866 PS 018 271

McCrea, Nadine L.

An Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.

Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). School of Early Childhood Studies.
PUB DATE- Jul 89
NOTE- 27p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Child Caregivers; *Community Involvement; Early Childhood Education; Educational Improvement; *Educational Quality; Foreign Countries; *Program Development; Standards
IDENTIFIERS- *Australia (Queensland); *Voluntary Participation

The efforts of Queensland's parents, government officials, and early childhood professionals to raise the quality of child care by developing a voluntary process for accreditation of early childhood programs are described. The envisioned accreditation process would begin with collaborative self-study by child caregivers of the extent to which their programs realized 10 program components. Each component would be defined by a goal, a brief rationale, and several criteria. Components defined were: (1) interactions among staff and children; (2) curriculum/program for children; (3) interactions between staff and parents; (4) staff qualifications and development; (5) staffing patterns; (6) physical environment and setting; (7) health and safety factors; (8) food and nutrition issues; (9) management and administration; and (10) evaluation. The self-study was to be followed by validation and consideration for accreditation. It is argued that many community benefits accrue from a voluntary program accreditation system built on clear regulations. The self-study facilitates staff development, parent education, and accountability to the community, and raises awareness of young children's needs for appropriate programs. Over 90 references are cited. (RH)

Environmental Science Curriculum Guide, 1987. Bulletin 1792.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 86
NOTE- 316p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; *Science Activities; *Science and Society; Science Curriculum; Science Instruction; Science Materials; Scientific Concepts; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- Louisiana

This guide for environmental science is intended to make students aware of the problems they will be facing in their environment, and of alternative measures to solve these problems. The course is designed to use scientific principles to study the processes of the environment; examine changes within the environment from a broad perspective; identify both natural and man-made activities that contribute to changes in the environment; and isolate the political, legal, economic, and social aspects. Nine basic process skills and five integrated processes are identified and described. Topic areas include: (1) "Ecology" (including general and human ecology); (2) "Resources" (containing units on soil, agriculture, water, land resources, forest, wildlife, air, and minerals); (3) "Energy" (major and alternative sources); and (4) "Pollution and Environmental Health" (water/air/heavy metal pollution, solid and hazardous wastes, pesticides, radiation, chemical mutagens, food additives, noise, and epidemiological effects). The objectives, concepts, and activities for each subtopic area are listed in the curriculum standards. A skills checklist for 221 identified objectives is provided. A bibliography and reference materials are listed, and evaluation techniques are discussed. (YP)

ED 310 970 SO 020 198

The Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.

PUB DATE- Aug 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; Developing Nations; *Dropout Rate; *Educational Change; Educational Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Literacy Education; *Second Language Programs; Student Attrition
IDENTIFIERS- Caribbean; Freire (Paulo); Guatemala; Honduras; *Latin America; *Popular Education; Trinidad and Tobago; Venezuela

This bulletin is concerned with the efficiency and effectiveness of educational systems in Latin America and the Caribbean. "Adult Education between Two Models" (H. R. Lovisolo) investigates the concept of popular emancipatory education in Brazil and the transformation of MOBRAL (Brazilian Movement of Literacy) into the Fundacion EDUCAR. Conceptual and operational levels of popular education are discussed. A bibliography is included. "Seven Strategies for Improving the Quality and Efficiency of the Educational System" (E. Schiefelbein) lists the early primary grades (e.g., cultural clash between school and home environments, especially in regard to language). Drastic changes in educational and financial policies are called for. Sixteen tables of data point to the reduced quality of education in Latin America. "Teaching Adults for Oral Proficiency" (J. Morris) explains how a new foreign language program was developed in Trinidad and Tobago. An eight-step program was followed to establish an appropriate syllabus. An oral proficiency examination is the main instrument of evaluation. The bulletin concludes with listings of OREALC (Regional Office for Education in Latin America and the Caribbean) activities and publications. (PPB)

ED 311 032 SP 031 498

Tessmer, Martin; And Others
A New Model of Concept Teaching and Learning.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstract Reasoning; *Cognitive Mapping; *Concept Formation; *Metacognition; *Mnemonics; *Schemata (Cognition); *Teaching Methods

The concept model addressed in this paper is the set of assumptions, data, and inferences used in the instructional design of concept learning. A new way of looking at concepts is presented that takes into account the declarative and metacognitive components of concept learning and use. Implications for instruction are outlined. The paper is largely a response to traditional concept teaching models that focused nearly exclusively on the procedural components of concept use. with Robert Gagne's (1985) taxonomy of learning outcomes serving as an example, it is recommended that the "intellectual skill" of concept using be re-married to the "verbal information" that makes the concept meaningful. It is noted that concepts taught in this broader way will be more likely to be used in realistic performance situations. A continuing effort needs to be made to study strategies such as simulations, scenario-based instruction, and case studies that can help concepts come alive to beginning learners. (JD)

ED 310 675 HE 022 780

Walz, Pat M.; And Others
Selecting an Organization: How College Graduates Choose a Job.
Michigan State Univ., East Lansing. Collegiate Employment Research Dept.
PUB DATE- 15 Feb 89
NOTE- 31p.
AVAILABLE FROM- Collegiate Employment Research Institute, Career Development and Placement Services, Michigan State University, East Lansing, Michigan 48824-1113 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Graduates; *Decision Making; Education Work Relationship; *Employment Opportunities; Higher Education; Job Search Methods; Organizational Climate; Outcomes of Education; Personality; Predictor Variables; Recruitment

Results are presented from a study examining the organizational decision process used by graduating students to select an organization for which to work. Since college recruitment efforts provide more than 50% of the new qualified individuals hired each year, a better understanding is needed of how these students make the decision. The study involved 100 graduating students randomly assigned to one of two test groups. The first group was given measurement instruments that examined how subject factors (personality dimensions) influenced the selection process. The other group evaluated objective factors (e.g., salary, promotions, and job location as to their impact on the selection. Highlights of the study include the following: results from both the subjective and objective tests do not strongly support either approach to organizataional selection; graduates often have to select from a pool of companies that may not represent their preferred choices, so the final selection is made from organizations that may not closely match their personality, needs, and desires; an educational process takes place during the interview process; and the final selection is strongly influenced by job characteristics. An appendix shows personality dimensions used in the subjective choice measurement. Contains 19 references. (SM)

ED 310 703 HE 022 810

Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

REPORT NO.- SUNY-OIR-7-89
PUB DATE- Jul 89
NOTE- 262p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 11246.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Higher Education; Institutional Research; Masters Degrees; Postsecondary Education; Professional Education; State Colleges; *State Universities; Two Year Colleges
IDENTIFIERS- *State University of New York

A series of tables covering 40-year trends in enrollment and degrees granted in the State University of New York (SUNY) system is divided into two major sections, Credit Course Enrollment (Headcount) and Degrees Granted. The Credit Course Enrollment section provides headcount enrollment data for the individual institutions and institutional types of the State University as well as system-wide data. The enrollment data is for the fall term of each year and is arrayed by student load (full-time and part-time) and student level (undergraduate and graduate). Data in the Degrees Granted section are also provided for the State University system as a whole, as well as for individual institutions and institutional types. Unlike the enrollment data, which is point-in-time data, the degrees-granted information covers all degrees awarded over a 12-month period. Data in this section are provided separately for Associate, Bachelor's, Master's, Doctoral and First-Professional degrees. In interpreting the data, the user is cautioned to take into account the changes in the numbers of institutions comprising SUNY. The following are appended: a map of SUNY institutions, a chronology of dates of establishment of SUNY institutions, and a publications list. (KM)

ED 310 716 HE 022 882

Casanova, Ursula; Budd, Alice Trujillo
Oral Histories of Latino Academics: Work in Progress.
PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Equal Opportunities (Jobs); *Faculty Integration; Higher Education; *Hispanic Americans; Minority Groups; *Minority Group Teachers; *Oral History; Teacher Background; Teacher Characteristics

Plans for an oral history project involving Hispanic academics are presented. Although the 1980s were heralded as the decade of the Hispanics, Chicanos and Puerto Ricans continued to be poorly represented in the academy, and in 1983 they comprised less than 2% of all full-time academic faculty in the United States. The project is designed to develop a qualitative database to help explain this underrepresentation. Twenty interviews with male and female Hispanic academics will be completed for the pilot portion of the study. This paper reports five interviews with two Chicanos and three Puerto Ricans. Preliminary research questions seek the answers to: personal and family characteristics and career patterns of Latinos who successfully gain participation in the academy; the most significant influences on their success; hindrances they have faced; and factors influencing their satisfaction at an institution of higher education. The interviews to date suggest several areas for deeper, more extensive analysis (e.g. the parental role in running interference during a child's school career, the interplay between language and school experiences as well as the role of language in developing an ethnic identity, the influence of "el movimiento" on the careers of Latinos, the role of peer support groups and possible gender differences, and the validity of the concept of an ethnic epiphany and its effect on the individual). (SM)

ED 310 732 IR 013 921

Fletcher, J. Dexter
The Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
Institute for Defense Analysis, Arlington, Va.
PUB DATE- Jan 89
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Cost Effectiveness; Feasibility Studies; Instructional Design; *Instructional Effectiveness; *Interactive Video; *Intermode* Differences; Meta Analysis; Military Training; Postsecondary Education; *Videodisks
IDENTIFIERS- Department of Defense

This study was performed in response to the 1989 Department of Defense Appropriations Bill, which directed the Department of Defense to conduct a study on the use of interactive videodisk technology in education and training as it pertains to effectiveness, cost effectiveness, time on task, retention, and overall applicability to current and future Department of Defense (DoD) training and education requirements. A quantitative meta analysis was performed of 31 evaluation studies concerned with interactive video instruction. Across the evaluation studies reviewed, interactive video instruction was found to be more effective than conventional approaches to instruction. The effectiveness was enhanced further by the utilization of more interactive features and directed rather than freeplay simulations. Use of interactive video can increase training efficiency by increasing opportunities for practice and requiring students to participate more actively in instruction. Three studies indicated that retention using interactive video instruction is at least equal to that found using other instructional approaches. Interactive video is a promising and cost-effective medium that will have a significant impact on military systems. An executive summary of a study of the effectiveness of interactive videodisk in army communications training and a list of organizations contacted are appended. (58 references and 2 tables) (GL)

ED 310 882 PS 018 312

Schiller, Wendy
Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
PUB DATE- Jul 89
NOTE- 14p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Comprehension; Day Care Centers; *Decision Making; Early Childhood Education; *Educational Policy; *Educational Practices; Foreign Countries; Government School Relationship; *Preschool Curriculum
IDENTIFIERS- Australia (New South Wales); *Program Characteristics

A study was conducted to explore the nature of curriculum decision making in early childhood education centers in New South Wales (NSW). Focal questions were: (1) What perceptions did people hold concerning the meanings of curriculum in early childhood centers? (2) Within centers, who participated in the making of the decisions about curriculum? (3) What emphases were placed on parent participation, objectives, activities, evaluation of individual children, and support resources? (4) What curriculum policy documents, if any, from local, regional, and state levels influenced centers? Participating were 20 preschools/day care centers, which were spread across socioeconomic levels and geographically dispersed within two regions. Centers were administered by the Kindergarten Union, the NSW Education Department, or the Department of Family and Community Services. Questionnaires and interviews with the directors of the centers revealed a need for the clarification of the precise meaning of 'curriculum' in all centers and a need for diversity in curriculum approaches. Directors and staff need substantial support in programming, materials development, and staff development activities. Patterns of differences between types of institutions did not emerge as significant except for differences in available planning time and staff autonomy. (RH)

ED 310 895   RC 017 080

Beck, David
The Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago.
REPORT NO.- ISBN-0-944898-01-7
PUB DATE- 88
NOTE- 295p.
AVAILABLE FROM- Academy Chicago Publishers, 213 W. Institute Pl., Chicago, IL 60610 ($39.95 plus postage, discounts for libraries; all orders must be prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Education; *American Indian History; Annotated Bibliographies; *Community Organizations; Library Collections; *Local History; *Urban American Indians
IDENTIFIERS- Native Americans

This annotated bibliography identifies and describes documentary evidence of Chicago's American Indian population since the 1893 World's Columbian Exposition. Sources include studies and reports generated by Indian community organizations and agencies, community newsletters, newspapers, oral histories, grant applications, personal papers, and documents of government and private agencies. Most sources are from the period since the 1950s, when the availability of factory jobs and a federal Indian relocation program encouraged Indian migration to Chicago and other cities. Chicago's Indian population grew from 775 in the 1950 census to an estimated 20,000 today. The richest sources for late 19th and early 20th century history are the papers of Dr. Carlos Montezuma, surgeon, newspaper editor, and staunch advocate of Indian rights. The topical annotated bibliography contains 2,267 entries in six sections: (1) Chicago Indian community history (general, events and activities, local organizations, health, education, economic development, religion, social and cultural life, activism and protest, media, and delegations passing through Chicago); (2) Chicago's role in national Indian organizations; (3) national conferences sponsored in Chicago; (4) leaders and people; (5) government and Chicago's Indian community; and (6) newspapers. Another section describes the relevant holdings of 12 area libraries, universities, and other repositories. An introduction provides a brief history of Chicago's Indian population and instructions for using the bibliography. Appendices contain the locations of repositories, a list of American Indian organizations, a chronology of community history, and the 1832 treaties in which the Potawatomi tribe ceded the Chicago area to the United States. (SV)

ED 310 941   SE 050 888

Bilstein, Roger E.
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-4406
PUB DATE- 89
NOTE- 171p.; Photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Aerospace Technology; *Satellites (Aerospace); Science and Society; *Science History; *Science Materials; *Scientific Personnel; Scientific Research; *Space Exploration; Space Sciences
IDENTIFIERS- *National Aeronautics and Space Administration

This is a history of the National Advisory Committee for Aeronautics (NACA) and its successor agency the National Aeronautics and Space Administration (NASA). Main chapters included are: (1) "NACA Origins (1915-1930)"; (2) "New Facilities, New Designs (1930-1945)"; (3) "Going Supersonic (1945-1958)"; (4) "On the Fringes of Space (1958-1964)"; (5) "Tortoise Becomes Hare (1964-1969)" (including the landing on the moon); (6) "Aerospace Dividends (1969-1973)" (describing the era in which many science programs were cut after the Apollo mission); (7) "On the Eve of Shuttle (1973-1980)"; (8) "Aerospace Flights (1980-1986)"; (9) "New Directions (since 1986)" (describing the area of astronautics, aeronautics and spinoff); and (10) "Summary." An appendix contains a bibliographic essay related to the history of NACA and NASA. (YP)

ED 311 000 SO 020 257

Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
East-West Center, Honolulu, HI.
PUB DATE- Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Asian Studies; *Curriculum Enrichment; Curriculum Study Centers; Elementary Secondary Education; Foreign Countries; *Leadership Training; Professional Development; *Program Development; Resource Centers; Teacher Education Programs; Teacher Improvement; Team Training
IDENTIFIERS- *Asia; Hawaii; *Pacific Basin Countries

For the United States perhaps the most pressing issue today is the need to increase the national capacity to understand and interact with the peoples and economies of Asia and the Pacific. The East-West Center (Honolulu, Hawaii) has undertaken a project in this direction, the Consortuim for Teaching Asia and the Pacific in the Schools (CTAPS). This project will develop an educational model, which will integrate more Asian-Pacific curriculum topics into the regular K-12 school program in order to prepare Hawaii's students to be competent citizens in a more complex and globally interdependent society. The underlying principles of the CTAPS program are: (1) focus on Asia/Pacific content; (2) collaboration among resource organizations; (3) focus on teachers; (4) a strategy of leadership team-building; (5) teachers as trainers of other teachers; and (6) access to resources statewide. One of the key elements of CTAPS design will include leadership training for the team through summer institutes, workshops, and curriculum study tours abroad. The other key element is the development of a central curriculum resource library and school-site resource libraries (maintained by the school CTAPS leadership team). The overall goal of the consortium is to provide leadership teams in schools with the capacity to: (1) provide a rationale for including Asia and the Pacific within existing curriculum guidelines; (2) provide leadership in the dissemination of teaching resources; and (3) plan and design a variety of staff development activities at different levels for their colleagues. (PPB)

ED 311 015 SP 031 439

Ross, Jovita Martin
Critical Teaching Behaviors as Perceived by Adult Undergraduates.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Andragogy; College Faculty; Critical Incidents Method; Higher Education; Student Characteristics; *Student Evaluation of Teacher Performance; *Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; *Teacher Student Relationship; Teaching Styles

This study explored adult students' conceptions of good college teaching, with a particular aim to identify characteristics distinguishing their conceptions from those of traditional age undergraduate students. Responses to an open-ended questionnaire were received from 181 respondents whose ages ranged from 25 to 57. Results revealed a relative consistency with results obtained in previous studies of traditional age students' perceptions of effective teachers. Across age groups and for both sexes, the most frequently described characteristics of effective teaching focused on teaching style, including clarity of presentations, organization of presentations, the ability to create student involvement, and interesting lectures. In the category of teacher-student relationships, the most positive statements were made about teachers who provided assistance beyond class, showed concern for students, and created a warm learning climate. Adult students indicated high regard for clarity of presentation, well organized lectures and classroom management. (JD)

ED 310 646 HE 022 445

Boren, Susan
The Pell Grant Program: Background and Issues. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-411-EPW
PUB DATE- 26 Jun 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Educational Finance; Eligibility; Financial Aid Applicants; Financial Support; *Grants; Higher Education; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

A background of the Pell Grant program (the largest in terms of appropriations of the federal student financial aid programs authorized by Title IV of the Higher Education Act as amended) is presented. Four sections are as follows: background and issues (introduction, Pell Grant program description, eligibility for Pell Grants, and profile of Pell Grant recipients); funding trends; appendix: legislative history (Education Amendments of 1972, Education Amendments of 1976 and 1977, Middle Income Student Assistance Act, Education Amendments of 1980, Omnibus Budget Reconciliation Act of 1981, and the Higher Education Amendments of 1986); and calculation of the Pell Grant expected family contribution for a dependent student. Statistics on the Pell Grant program include the following: a Pell Grant cannot exceed 60% of the total cost of attendance at an applicant's particular institutin or a maximum amount per year, whichever is less; and in academic year 1988-89 it is estimated that 3.1 million students will participate in the Pell Grant program, funded by a fiscal year 1988 appropriation of $4.260 billion. (SM)

ED 310 689 HE 022 794

Mitchell, Karen J.
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
Association of American Medical Colleges, Washington, D. C.
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Ability; Access to Education; Achievement Tests; Admission Criteria; Aptitude Tests; College Admission; *College Applicants; *College Entrance Examinations; Higher Education; *Medical Schools; Prior Learning; Standardized Tests
IDENTIFIERS- *Medical College Admission Test

A description of the standardized, multiple-choice Medical College Admission Test (MCAT) and how to use it is offered. Medical school admissions officers medical educators, college faculty members, and practicing physicians are active participants in selecting content, drafting test specifications, and authoring questions for the exam. The MCAT is designed to: assess understanding of science concepts and principles identified as prerequisite to the study and practice of medicine; evaluate basic analytical skills in the context of medically relevant problems and data; and help admissions committees predict which of their applicants will perform adequately in the medical school curriculum. Its six scores are biology knowledge, chemistry knowledge, physics knowledge, science problems, skills analysis--reading, skills analysis--quantitative. Six chapters are as follows: a description of the MCAT; an chapters are as follows: a description of the MCAT; an explanation of what MCAT scores show about examinees; ways to interpret an applicant's MCAT scores; methods of comparing MCAT performance among applicants; a discussion of how to consider the six MCAT scores; and ways to evaluate the admissions process at an institution. Two appendices disucss the assessment of the selection process and provide sources of additional information. (SM)

ED 310 760 IR 013 963

Gardner, P. R.
Teaching Corporate Culture Using Interactive Video Training.
REPORT NO.- WHC-SA-0508-FP
PUB DATE- Feb 89
NOTE- 9p.; Paper presented at the Conference on Interactive Instruction Delivery (7th, Kissimmee, FL, February 22-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Computer Assisted Instruction; Computer Simulation; *Courseware; Instructional Design; Instructional Development; *Interactive Video; Job Training; *Role Playing; *Training Methods
IDENTIFIERS- *Westinghouse Hanford Company

The Westinghouse Hanford Company Total Quality Program includes the development of Hanford General Employee Training (HGET), an interactive video course. The commitment to total quality is developed in both new and requalifying employees by requiring them to make positive choices when confronted with real life scenarios showing violations of safety, security, and quality standards. This courseware is different from most HGET courses in that it puts the trainee into a role-playing mode and requires him or her to recognize and respond in a fashion consistent with corporate policy. A strong emphasis is placed on changing workers' attitudes toward safety, security, and quality practices. The interactive videodisk program employed design strategies that encouraged the desired modifications in the affective domain. Experiences with the prototype version of the courseware are being evaluated as the full course design is being finalized. The design of HGET follows principles of instructional development as the process focuses on user work practices from the very beginning, incorporates empirical measurement of effectiveness, and employs an iterative design. (7 references) (Author/GL)

ED 310 801 JC 890 402

Moreno, Gilbert R.
Approaches to Meeting the 50% Law Requirement.
Rancho Santiago Community Coll. District, Santa Ana, Calif.
PUB DATE- 18 Nov 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Financial Audits; *Legal Responsibility; *Salaries; School Accounting; *School District Spending; *State Legislation; Two Year Colleges
IDENTIFIERS- *California

California's 50% law requires that at least half of a community college district's expenditures per fiscal year be spent on instructional costs. These costs include the salaries of certificated instructors, salaries of such classified instructional personnel as aides and assistants, and employee benefits. A district's general expenditures include salaries of certificated and classified noninstructional personnel, employee benefits for these two groups, books and materials, contracted services, and equipment replacement. Funds from lottery revenues and expenses incurred from the leasing of the plant and equipment, the leasing of computers, and instructional agreements may be excluded from the total expenditures to help districts meet the 50% requirement. In 1987, a study was undertaken to identify new approaches to meeting the requirement; to determine the fiscal impact of any new approaches; to compare the methodology of these approaches with guidelines set forth in the California Education Code (CEC); and to identify factors that significantly affect compliance with the 50% law. Selected findings include the following: (1) most of the 39 districts that spent under 52% of their funds on instructional costs in fiscal year 1985-86 would not have met the minimum 50% requirement without the utilization of exclusions; (2) inconsistent accounting practices have developed over the years, which combined with the uniqueness and magnitude of the newly introduced lottery revenues, have resulted in a loss of consistency and comparability in the 50% law; and (3) some of the factors that have the most influence on 50% law compliance are high or low faculty salary schedules, the percentage of faculty contract hours taught by part-time instructors, a centralized or decentralized district organization, and the use of non-public vocational training schools. Percentages of selected districts' instructional costs for 1985-1987 and excerpts from the CEC are appended. (JMC)

ED 310 909 RC 017 207

Sallee, Alvin L.; Hoffman, Kay
A Model for Rural Social Service Outreach.
PUB DATE- Jul 88
NOTE- 15p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Education; Community Programs; Community Services; Delivery Systems; *Outreach Programs; *Program Development; *Program Implementation; *Rural Areas; Rural Urban Differences; *Social Services
IDENTIFIERS- Extension Service

This paper presents a model for rural social service outreach programs, based upon the following: (1) an explanation of various resource systems and how they are related to outreach services; (2) current economic and social conditions of rural areas; (3) rural client systems; (4) the relationship of the agricultural extension model to rural outreach; and (5) the use of community analyses. In order to implement the model, existing services must be recognized and used. It is also important to gain visibility and acceptance, perhaps through speaking engagements before civic groups. Interested leaders should be identified and successful program achievements should be made known. Promotional ideas can also be borrowed from successful retail businesses or services. For effective rural outreach, it is important to understand the differences and similarities between rural and urban communities, especially in regard to resource systems. Other considerations to be taken into account during implementation include socioeconomic factors and technological advances. Implementation strategies should fit the particular needs and characteristics of the community. The Agricultural Extension Model is one of the most successful models of disseminating services to rural areas. (TES)

ED 310 956 SO 020 169

Laughlin, Margaret A., Ed.; And Others
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-058-0
PUB DATE- 89
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Computer Literacy; *Computers; *Critical Thinking; Databases; Decision Making; *Decision Making Skills; Elementary Secondary Education; Information Dissemination; Information Needs; Information Retrieval; Information Services; *Information Sources; Learning Resources Centers; Online Searching; *Social Studies
IDENTIFIERS- *Information Age

This bulletin undertakes to provide some ideas about ways social studies teachers may become effective teachers in an Information Age. Several chapters provide practical examples of ways teachers may help young people learn skills, content, and actions needed for citizenship behavior in the future. Other chapters describe resources currently available to help students and teachers gather information and move comfortably into the Information Age. Still other chapters provide an overview of what is in social studies and challenge readers to extend their perspectives and thought to include the future. The chapter titles are: "Educating Students for an Information Age" (M. A. Laughlin); "Using Data in Elementary Social Studies Programs" (R. G. Messick; J. R. Chapin); "Strategic Thinking in Social Studies" (K. A. Koch); "Civic Decision Making in an Information Age" (R. C. Remy); "Using Census Data in Elementary and Secondary Social Studies Programs: A Timely Example" (G. Dailey; L. Engelhardt); "Social Mathematics" (H. M. Hartoonian); "Tools for Social Mathematics" (J. G. Lengel); "Social Problem Solving Using Data Bases" (N. M. Sanders); "School Media Programs in the Information Age" (D. Callison); "Locating and Using ERIC and Other Data-Collection Sources" (C. F. Risinger); "How School Textbook Publishers View the Information Age" (C. S. Moseley); and "Human Dimensions of the Information Age" (M. A. Laughlin; and others). (JB)

ED 311 033 SP 031 499

Brandt, Mary E.
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.

PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; *Experiential Learning; Interaction Process Analysis; *Social Cognition; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Contextualized Apprenticeship Model; *Thinking Skills

This paper argues for connecting two domains that have remained relatively isolated within their respective disciplines--research on thinking and the social origins of cognition. Both enterprises have become enmeshed in education. Neither have considered in any serious way the power and implications that an integrated perspective could contribute to education. The role that social activity plays in the teaching and learning of "good" thinking in the classroom is the fundamental issue that unites both. A description is given of the "Contextualized Apprenticeship Model" which was developed to address the problems of students who are unable to draw valid conclusions from what they read, unable to analyze problems, unable to apply "basic skills" to every day problems, and unable to develop a position on an issue. The theoretical foundation of the model rests on the works of L.S. Vygotsky, who asserted that the origins of all higher cognitive processes are first social. The model places teacher and student in an expert-novice apprentice relationship and emphasizes active intellectual interaction within social contexts. The processes involved in social interaction are eventually taken over and internalized by the student to form individual cognitive processes. (JD)

Profile of Pacific Higher Education.

Northwest Regional Educational Lab., Portland, Oreg.; Pacific Region Educational Program, Honolulu, HI.; Research and Development Cadre, Honolulu, HI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 111p.
CONTRACT- 400-87-0006
AVAILABLE FROM- Northwest Regional Educational Laboratory, Office of Marketing/Document Reproduction Service, 101 S.W. Main St., Suite 500, Portland, OR 97204 ($7.85).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Adult Education; College Faculty; *Community Colleges; Community Services; *Comparative Analysis; Degrees (Academic); Educational Facilities; Enrollment; Higher Education; *Institutional Characteristics; Institutional Mission; *Public Colleges; Teacher Qualifications; Teacher Salaries
IDENTIFIERS- American Samoa; Guam; Hawaii; Marshall Islands; Micronesia; Northern Mariana Islands; *Pacific Islands; Palau

Comparative data concerning institutions of higher education in the Pacific Islands are tabulated and summarized to aid in program planning, development, and implementation in that region. The jurisdictions covered are: American Samoa; Palau; the Northern Mariana Islands; Micronesia; Kosrae; Pohnpei; Truk; Yap; Guam; Hawaii; and the Marshall Islands. The following topics are covered in narrative and/or tabular form: (1) history and mission/philosophy (American Samoa Community College, College of Micronesia System, Guam Community College, Northern Mariana College, University of Guam, and the University of Hawaii System); (2) organizational charts for each system; (3) campus location and facilities description; (4) admissions requirements; (5) continuing education and community services; and (6) comparative data (full- and part-time student population, student population by ethnic group, certificate and degree programs, student services, faculty degrees, administrators and staff, annual salaries, and annual budgets). A document order form is appended. (KM)

ED 310 746 IR 013 944

Stinehart, Kathleen
Similarities and Differences in Distance Education in Mexico and the U.S.

PUB DATE- May 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Comparative Analysis; Developing Nations; *Distance Education; *Educational Radio; *Educational Television; Elementary Education; Foreign Countries; Literacy Education; Nonformal Education; Postsecondary Education; Rural Education; Teleconferencing
IDENTIFIERS- *Mexico; *United States

Both Mexico and the United States make use of communications technologies for distance education. In the United States, distance learning programs are plentiful. Most focus on a postsecondary level of learning and are planned and carried out by the individual sponsoring institution. A variety of technologies are used, including educational television and communications satellites. The television program "Sesame Street" has been used successfully with young children in both countries, although the Mexican version had to be translated into Spanish and adapted to reflect the cultural values of Mexican society. In Mexico, there are fewer distance education programs. Most that are or have been in use focus on literacy education, and are planned and funded by the government. Radio and television are the most prevalent technologies. Literacy programs for children have included Radioprimaria for fourth, fifth, and sixth grade students in rural schools; Telesecundaria for students who have not completed lower secondary (junior high) school; and the Program of Bilingual Radio Support, which teaches Spanish as a second language to monolingual indigenous children. Public television programming has been used successfully in mass media campaigns; and radio and some television have been used since 1965 for "Alphabetizacion," a major, national literacy program for adults. Nonformal radio projects which incorporate direct interaction with local people and give them the opportunity to appear on discussion programs have proved to be more successful with rural people than more formal formats. A 16-item annotated bibliography is provided. (BBM)

ED 310 787 IR 052 863

Kuhlthau, Carol C.

The Information Search Process of High, Middle, and Low Achieving High School Seniors.

SPONS. AGENCY- Rutgers, The State Univ., New Brunswick, N.J. Research Council.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Research Forum of the American Association of School Librarians (New Orleans, LA, July 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attitude Change; Correlation; *Course Integrated Library Instruction; English Instruction; *High School Seniors; Models; *School Libraries; *Search Strategies; Secondary Education; Self Efficacy; Technological Literacy
IDENTIFIERS- *Information Literacy

Traditionally, library instruction has been based on the sources in the library and not on the process of seeking information. A new approach to library skills may be needed to enable students to become effective information users. This study investigated the information search process of 140 high school seniors in six high schools. Subjects were identified as high, middle, and low achievers from homogeneously grouped English classes. Findings verify a six-stage model of thoughts, actions, and feelings in the information search process. There was a significant change in students' thoughts, actions, feelings, and confidence during an information search which correlated with the teachers' assessment of focus in the students' papers and grades on the papers. Five tables are appended. (11 references) (Author/SD)

ED 310 813 JC 890 419

Winter, Gene M.; Fadale, LaVerna M.

An Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.

State Univ. of New York, Albany. Two Year Coll. Development Center.

PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Noncredit Courses; Participant Satisfaction; Program Costs; *Program Effectiveness; Questionnaires; State Aid; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges

During the winter of 1988-89, a study was undertaken of state-aidable noncredit course offerings at the State University of New York (SUNY) community colleges. This type of offering, produced by allowing certain noncredit enrollments to generate aidable full-time equivalent students, has provided a wide variety of educational opportunities and has been credited by some as keeping "community" in the college. In New York, these courses include remedial instruction, vocational preparation and community service classes. The purpose of the study was to gather information on these courses and to assess their outcomes and effectiveness as perceived by enrolled students. Data were collected from two questionnaires: one distributed to noncredit course enrollees at the 30 SUNY community colleges, and the other to local directors and coordinators of these courses. Returns were received from administrators at 27 SUNY community colleges (a college response rate of 90%); and a total of 3,411 usable responses were received from students enrolled in spring 1989, from which a representative sample of 1,663 responses was drawn. Major findings included the following: (1) the total cost to the state for the state-aidable courses in 1988-89 was $9,512,880; (2) of the over 2,000 courses reported for the spring 1989 semester, 71.5% were vocational, 19.5% were community service, and 9% remedial; (3) nearly three-fourths of the course enrollees were employed full-time or part-time; (4) the major reasons for enrollment included self-enrichment or self-improvement, a desire to update job skills, fulfill licensure or certification requirements, or increase academic skills; (5) 93.5% of the responding students rated their noncredit courses as "good" or "very good," with 5% rating them as "fair" and 1.5% as "poor"; (6) three out of four respondents indicated that an increase in fees by 50% would prevent them from enrolling; and (7) suggestions provided by respondents included offering more courses at more convenient times and providing something tangible, such as a certificate, to be awarded at the conclusion of a course. Appendixes include detailed student responses and the survey instruments. (JMC)

ED 310 825 JC 890 433

1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Aug 89
NOTE- 27p.; For a related report, see JC 890 432-434.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Community Colleges; Education Work Relationship; *Outcomes of Education; *Participant Satisfaction; *Program Evaluation; Student Attitudes; Two Year Colleges; *Vocational Followup; Wages

In April 1989, a 3-year follow-up study was conducted of students who completed a career program at Johnson County Community College (JCCC), in Kansas, during the 1985-86 academic year to obtain information on their career and educational experiences over an extended period of time. The 385 former students surveyed included career program graduates, certificate recipients, and students who completed sufficient courses to have either acquired new skills or enhanced existing skills. Of the study sample, 281 completed telephone interviews and 11 completed questionnaires for a response rate of 75.8%. Study findings included the following: (1) 91.5% of the respondents reported that they had achieved their main educational objectives, and 94.5% indicated that JCCC had improved their quality of life; (2) 82.8% were employed in jobs related to their course of study; (3) 88.4% indicated that they had progressed in their career since completion of their course of study, with 57% having received promotions; (4) 90.0% reported satisfaction with their current job, and only 22.0% were working in their current job prior to attending JCCC; (5) 87.1% were working full-time at an average hourly wage of $11.73; and (6) the majority of the respondents indicated that JCCC had helped them to improve a variety of personal and professional skills, including oral and written communication, decision-making, and tolerance for people and ideas. (VVC)

ED 310 837 JC 890 447

Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Sep 89
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employment Patterns; Followup Studies; Graduate Surveys; Job Satisfaction; Mail Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

In 1988, Piedmont Virginia Community College (PVCC) conducted a follow-up survey of graduates of the class of 1987-88 regarding their jobs, career satisfaction, salaries, study at other institutions of higher education, and the impact PVCC had upon their career or educational progress. Of the 226 graduates, 129 returned completed surveys for a response rate of 57.1%. Major findings included the following: (1) 51.94% of the graduates were employed full time in jobs related to their field of study at PVCC, 87.4% were satisfied or very satisfied with their current jobs, and 60% planned to pursue these jobs as long-range careers; (2) the percentage of graduates employed full time in a job related to their major was lower than in previous years, while the percentage of graduates with jobs unrelated to their field of study was higher; (3) 89.2% of the respondents felt that their PVCC programs provided excellent or good preparation for their current jobs; (4) 91.8% felt that they were better or as well prepared as other employees with the same jobs; (5) the average salary of the survey respondents was $19,595 per year; and (6) most respondents who had transferred to a four-year institution were in good academic standing, earning an average grade point average of 3.190 at the senior institution. The survey instrument is included. (Author/JMC)

Bickers, Patrick M.
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief.
Educational Research Service, Arlington, Va.
PUB DATE- 89
NOTE- 90p.
AVAILABLE FROM- Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 217-00038. ERS subscriber price, $17.00; nonsubscriber price, $34.00. Add $2.50 postage and handling.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational History; *Kindergarten; Literature Reviews; Parent Attitudes; Primary Education; *Program Costs; *Student Behavior; *Teacher Attitudes
IDENTIFIERS- Alternate Day Programs; *Full Day Programs; *Half Day Programs

Intended for principals, teachers, parents, and others, this research brief traces the historical development of the kindergarten in the United States, summarizes recent reviews of the kindergarten scheduling literature, and presents the findings of nearly 50 studies conducted to assess the relative effects of kindergarten scheduling on student achievement and behavior, parental and educator attitudes, and program cost. Synoptic tables are provided so that the reader can quickly ascertain the purpose, methodology, and findings of each summarized study. Specifically, after the definition of terms and the historical material, sections review surveys made in 1925, 1961, 1967, and 1985, summarize recent reviews of the literature, and compare full-day versus half-day schedules and alternate day versus half-day schedules. The comparisons are designed to provide educational decision makers with the most up-to-date information and research findings available on the relative advantages and disadvantages of the different approaches to scheduling. Based on the findings, conclusions point out merits of the alternative schedules. A total of 20 books and 17 articles are cited, in addition to 50 citations of studies for review. (RH)

ED 310 925 SE 050 863

Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 87
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Grade 8; Junior High Schools; *Mathematical Concepts; Mathematical Enrichment; Mathematical Vocabulary; *Mathematics Curriculum; Mathematics Materials; Mathematics Tests; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- Louisiana

Because of the high incidence of failure in algebra I among ninth-grade students, the Louisiana State Board of Elementary and Secondary Education requested the development of this guide with the intention of providing a good pre-algebra foundation. The purposes of the guide are to recognize standards that involve the application of mathematical rules to algebraic concepts and to provide the introduction of elementary algebra skills. Topic areas include: (1) "Whole Numbers"; (2) "Decimals"; (3) "Number Theory"; (4) "Fractions"; (5) "Ratio, Proportion, Percent"; (6) "Integers, Rational Numbers, Real Numbers"; (7) "Elementary Algebra"; (8) "Linear Equations and Inequalities of One Variable"; (9) "Probability and Statistics"; and (10) "Geometry." The curriculum outline and its performance objectives are listed. Activities, activity answer keys, and evaluation techniques are listed for each objective. A bibliography, and listings of state-approved textbooks for grade 8, and supplements, are included. Materials about terminology, subsets of real numbers, extracting square root, problem solving strategies, and polygon activity are appended. (YP)

ED 310 942 SE 050 889

Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator.
National Aeronautics and Space Administration, Washington, DC. Office of Exploration.
PUB DATE- 88
NOTE- 52p.; For further information contact NASA Office of Exploration, Mail Code Z, Washington, DC 20546. Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; International Cooperation; *Lunar Research; Navigation; *Satellites (Aerospace); *Science Programs; Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- Mars (Planet); *Moon; National Aeronautics and Space Administration

In June 1987, the National Aeronautics and Space Administration (NASA) Administrator established the Office of Exploration in response to a national need for a long-term goal to energize the civilian space program and stimulate the development of new technology. This document describes work accomplished in developing the knowledge base that will permit informed recommendations and decisions. Major sections included are: (1) "Pathways to Human Exploration" (describing three strategies in the space program); (2) "Human Exploration Case Studies" (including four case studies on expeditions to Phobos and Mars, the lunar observatory, and the lunar outpost with background and strategy, scenario, and requirements); (3) "Case Study Results and Assessment"; (4) "Exploration Program Implementation Strategy" (illustrating four phases during 1980 to 2010); (5) "Approach to International Cooperation"; (6) "Recommendations"; and (7) "Future Horizons." (YP)

ED 310 985 SO 020 221

Sublett, Michael D.
Geography Internships: First, the Good News.
PUB DATE- 20 Mar 89

NOTE- 12p.; Paper presented at the Annual Meeting of the Association of American Geographers (86th, Baltimore, MD, March 19-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Field Experience Programs; *Geography; *Higher Education; *Internship Programs; On the Job Training; School Business Relationship; Student Experience; Work Experience; *Work Experience Programs
IDENTIFIERS- Illinois State University

Four-hour internships have been a requirement for nonteaching geography majors at Illinois State University (Normal) since 1987. A 2-hour pre-internship seminar, taught every spring, is also required. In this course, students learn of internship possibilities; develop resumes and cover letters; participate in a video-taped mock interview; receive a copy of the Professional Practice Packet detailing the rationale behind internships and the responsibilities of student, supervisor, and instructor; and write an essay setting forth their plans and objectives with regard to interning. Files maintained by the instructor contain names and addresses and particulars about internships as well as brochures, products, reports, and the like from the various intern employers. Most internships are undertaken in the summer to allow a full-time experience similar to real working conditions. Interns are paid by the employers. The supervising instructor visits as many summer interns at their job sites as possible and maintains contact with the employers throughout the year through phone calls, visits, and a newsletter. The list of intern employers was developed by first targeting the areas from which most of the students originated, then by using the yellow pages, word-of-mouth, the job placement center of the University, and the Student Conservation Association which provided catalogs and application materials from their clients. A map of Illinois indicating summer residencies for geography students, 1987-1989, is included. (JB)

ED 311 016 SP 031 442

Herzog, A. Regula; And Others
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- Dec 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; High Schools; *High School Seniors; Injuries; Life Style; *Physical Health; Risk; *Sex Differences; Smoking; *Social Behavior; *Student Characteristics; Traffic Accidents

Young men are more likely than young women to engage in behaviors that threaten their health, including alcohol and drug use, risky driving, and becoming injured by others. The explanation of these sex differences is the focus of this paper. Findings from nationwide samples of high school seniors are consistent with a model that posits personal characteristics related to commitment to educational and religious institutions and to the roles of the sexes in this society; opportunity factors; and drug use patterns as explanatory factors of the sex differences. Controlling in multivariate analyses for these factors reduces or eliminates the bivariate sex differences in the health-threatening behaviors. The number of cigarettes smoked during the last month shows no bivariate sex differences; however, when the controls are introduced, there emerges a clear sex difference to the disadvantage of young women. (Author)

ED 310 704 HE 022 815

Odell, Morgan, Ed.; Mock, Jere J., Ed.
A Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- College Board, New York, NY.
PUB DATE- Jul 89
NOTE- 125p.; Funding also provided by the California Casualty Group.
AVAILABLE FROM- WICHE Publications, P. O. Drawer P, Boulder, CO 80301-9752 (order publication number 2A180, $10.00 plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Black Students; *College Programs; *College Role; *Equal Education; *Ethnic Groups; Higher Education; Hispanic Americans; *Minority Group Influences; *Minority Groups; School Holding Power; Student Participation; Student Recruitment

Issues involved in the higher education community's role in increasing opportunities for minority youth are discussed in the following chapters: (1) "Education's Call to Action: An Introduction to the Issues" (demographic trends and the significance of the underrepresentation of certain minority groups in education); (2) "Myths and Realities in Minority Education: Touchstones for Decisionmaking," by Kathleen Ross (advice for non-minority administrators on achieving educational equity); (3) "Minority Students on Campus," by Genevieve M. Ramirez and Paul B. Thayer (successful minority student retention); (4) "The Community and Minority Students," by Edison O. Jackson (how the education community can contribute to educational equity); (5) "Sending the Right Signals: Using State Influence to Increase Minority Degree Achievement," by Patrick M. Callan and Diane Kyker Yavorsky (using policy tools); (6) "Ten Principles for Good Institutional Practice in Removing Race/Ethnicity as a Factor in College Completion," by Richard C. Richardson, Jr., and Alfredo de los Santos, Jr. (institutional leadership and commitment the educational success of minority students); and (7) "Exemplary Programs for College-Bound Minority Students," by John Halcon (descriptions of 18 exemplary programs in an updated reprint of an earlier publication of the same title). References are provided at the conclusion of individual chapters. (KM)

ED 310 717 HE 022 884

Cloud, Sanford Jr.
The Corporate Stake in Educating One Third of a Nation.
Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- Jul 88
NOTE- 10p.; Paper presented at the Minorities in Higher Education Conference (Washington, DC, July 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Affirmative Action; Blacks; Civil Rights; *Corporate Support; Educational Demand; Educationally Disadvantaged; Enrollment Trends; *Equal Education; Federal Aid; Higher Education; *Minority Groups; *School Business Relationship; School Community Relationship; School Holding Power

The importance of higher education for people of color who will soon make up one third of the U.S. population, is emphasized from the point of view of the Aetna Life & Casualty Foundation. Although the civil rights movement of the 1950s and 1960s changed the course of history and people of color were offered access to higher education, something went wrong. The promise of the 1960s and 1970s diminished to the point where there is now declining participation and a tragic retention rate. Also, in the 1980s, the federal government backpedaled on affirmative action. Now not enough people of color are enrolling in college and even fewer are graduating. The gaps between minority groups and the majority population persist or are widening in education, employment, income, health, longevity, and other measures of well-being. If these disparities continue, the nation may suffer a lower standard of living, intensified social conflict, declining ability to compete in the world market, faltering economy, and endangered national security. American business and industry needs a pool of well educated and trained employees, many of whom will be minorities. A partnership between education and business is important but not enough. Government must also play a stronger role. Two of the steps Aetna has taken are (1) working with the public schools in Hartford, Connecticut to start an enrichment program for seventh graders and their parents; and (2) awarding a 3-year grant to a university to increase the enrollment of black students in graduate school. (SM)

ED 310 774 IR 052 839

Stone, Elizabeth W.
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- Jun 76
NOTE- 106p.
GRANT- G00-75-00800-468-0EG
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Information Networks; Library Education; *Professional Continuing Education; *Program Development; *Program Evaluation
IDENTIFIERS- *Continuing Library Education Network and Exchange

The first part of this report summarizes the accomplishments of the Continuing Library Education Network and Exchange (CLENE) from the start of the project in June 1975 through June 1976 relative to four project objectives: (1) creation of a permanent administrative structure for CLENE; (2) establishment of a dues and fees structure; (3) development of operational mechanisms required for the implementation of CLENE; and (4) identification of funding sources and preparation of proposals. The second part presents an evaluation of the significant aspects of the program by the Panel of Review and Evaluation. In the third part, a program review and planning structure for CLENE is described. Conclusions and recommendations by the project staff regarding the scope of goals and programs, staffing, and financing are presented in the fourth part. The distribution record of the report is attached. The appendix includes the following documents relating to CLENE: by-laws; structural components; diagram of relationship of structural components; Board of Directors and Advisory Committee membership lists; lists of state and consortium, association/organization, and institutional members; a sample issue of the newsletter; a 28-item bibliography; and a list of CLENE publications. (MES)

ED 310 867 PS 018 272

Stevens, Ann; Mills, Belen
Child-Rearing Practices of Parents with Home and Day Care Children.
PUB DATE- 87
NOTE- 23p.; Several pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Day Care; Fathers; Mothers; *Parent Child Relationship; *Parent Role; Sex Differences; *Young Children
IDENTIFIERS- *Home Child Care

The purpose of this study was to compare childrearing practices of mothers and fathers who cared for their 4-year-old children at home with those who enrolled their children in group day care centers. The Child-Rearing Practices Questionnarie was administered to 50 married couples with a 4-year-old to determine their childrearing practices. Items on the questionnaire were divided into seven factors which included: (1) use of punishment versus reason; (2) promotion of independence versus dependence; (3) levels of rules of behavior used; (4) amount of spouse involvement; (5) levels of rewarding children; (6) preference for older versus younger children; and (7) motivational distortion. Comparison of the mothers' responses on the questionnaire revealed no differences on childrearing factors. The mothers of the children in day care and home care perceived their role as providing nurturing and child care. The fathers' responses on the questionnaire revealed several differences between fathers of home care and day care children. The primary differences concerned factors dealing with the number of rules, the type of rewards given to children, and the preference for older over younger children. (RJC)

ED 310 883 PS 018 315

Ennis, Catherine D.; Chepyator-Thomson, Jepkorir R.
Characteristics of Field-Dependent Children in Instructional Settings.

PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Elementary School Students; *Field Dependence Independence; Grade 2; *Individual Characteristics; *Individual Differences; Interpersonal Relationship; *Physical Education; Primary Education; Student Attitudes; Teacher Behavior
IDENTIFIERS- *Learning Patterns; Logsdon Curriculum

The purpose of this study was the examination of the field-dependent cognitive style as it relates to differences in learning within an analytical, concept-based physical education curriculum. Subjects were 52 elementary school students in the second grade who scored in the fourth quartile on the Children's Group Embedded Figures Test. Observation and interview data were collected over a 4-month period. A field note journal was used to record events which occurred during the observation period. An interpretive journal was developed from concerns or interpretive comments made by investigators at weekly meetings. At the end of the observation period, formal interviews were conducted with students and teachers who had been selected for expertise in teaching the Logsdon curriculum, a kinesiology-based approach to physical education. Teacher interviews focused on plans for the organization of the class, efforts to structure material for student learning, and perceptions of differences in student learning. Student interviews concerned the children's attitudes toward physical education and the relevance of the content to them. Data were analyzed using constant comparison. Results suggested that field-dependent students experienced difficulty focusing on lesson discussion, following directions, and working independently. Discussion concerns the role of structure and the influence of social relationships on learning behaviors of field-dependent children. (RH)

ED 310 971 SO 020 202

Craycraft, Kenneth
Decision Making: An Overlooked Basic Skill.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Decision Making; *Decision Making Skills; Elementary Education; Problem Solving; *Process Education; Risk; *Skill Development

Decision making should be viewed as a deliberate process that can be taught as a basic classroom skill. Common myths and problems surrounding decision making are discussed. The purpose of initiating decision making opportunities is to promote creativity, not conformity. Five suggested steps for the process are: (1) explore the many alternatives available to resolve the issue/problem; (2) evaluate the plausibility of each solution; (3) make the decision/choice; (4) defend (justify) the decision/selection/resolution; (5) act and review. Students should practice the decision making process in the classroom to develop skills. Weighing the risks is also discussed. (PPB)

ED 310 647 HE 022 706

Krakower, Jack Y.

Expenditures for Research on Higher Education. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 83
NOTE- 14p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *Expenditures; *Federal Aid; *Higher Education; Mail Surveys; National Surveys; Research Needs; *Research Projects; Research Universities; *School Business Relationship

To assess the character and level of financial support for current research about higher education, a survey was conducted of 150 organizations, including all programs of higher education and research centers that are affiliated with colleges and universities, all regional educational laboratories and national research centers, and a number of other research organizations. Of this population, 72 returned the questionnaire; these organizations reported total expenditures of $8 million. Higher education programs and centers at universities constituted two-thirds of those not responding; a review of these organizations indicated that probably half neither received nor allocated research funds in 1982, and the other half probably received a total of less than $1 million. Data are presented showing that federal grant and contract funds account for about 60% of all reported expenditures, with about 21% coming from private corporations and foundations, and reporting organizations contributing about 16%. Tables are presented showing a breakdown of type of research--disciplinary (fundamental and developmental) and policy (policy, evaluation, and descriptive)--by source of funds. The estimated total research and development (R&D) effort on higher education in 1982, $10 million, is discussed in the context of the diversity of topics, the R&D effort on all facets of education, and the R&D effort of business and industry. The role of the various funding sources and the need for research priorities are also discussed. (KM)

ED 310 676 HE 022 781

Walz, Pat M.; And Others
The Job and Career Expectations of Graduating College Students.
Michigan State Univ., East Lansing. Collegiate Employment Research Dept.
PUB DATE- 15 Feb 89
NOTE- 22p.
AVAILABLE FROM- Collegiate Employment Research Institute, Career Development and Placement Services, Michigan State University, East Lansing, Michigan 48824-1113 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Choice; Career Planning; *College Graduates; *Decision Making; *Education Work Relationship; Employment Opportunities; *Expectation; Higher Education; Job Search Methods; Outcomes of Education

Expectations that graduating students hold about certain aspects of their future job and career were examined, with focus on expectations regarding starting salary, job tenure, bases for pay raises, and the frequency of performance feedback. The sources of career information used by the college graduates were also examined. Approximately 2,000 graduating seniors were sent surveys, with 447 responding. The survey covered issues regarding their job expectations (tasks, duties, and responsibilities), acquisition of career information, career preparation, and career attitudes. Some of the important conclusions are as follows: expectations regarding salary were generally accurate when compared with actual starting salaries of graduates from the year before; students expected to receive feedback much more often than is the current practice in organizations; students perceived their career information to be moderately accurate, specific as well as general, and important; source use did not differ greatly across academic majors, except that engineering students and business majors indicated a higher use of career development and placement services than other majors; and job specific sources of career information were regarded as more credible, specific, and accurate than general sources of career information. Contains 17 references and 5 tables. (SM)

ED 310 690 HE 022 795

The Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
Association of American Medical Colleges, Washington, D. C.
PUB DATE- 14 Jul 88
NOTE- 102p.
AVAILABLE FROM- Association of American Medical Colleges, Publications Orders, Suite 200, One Dupont Circle, NW, Washington, DC 20036 ($15.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Ability; Access to Education; Admission Criteria; *College Admission; *College Applicants; *Declining Enrollment; Educational Demand; *Enrollment Rate; Higher Education; Marketing; *Medical Schools; Minority Groups

The proceedings of the Association of American Medical Colleges (AAMC) conference on the declining applicant pool and implications for the selection of medical students is presented in six parts. Part 1, The Down Side of the Slope, includes four papers: "The Declining Applicant Pool: An Overview" (R. Petersdorf); "Applications: Disease or Symptom?" (R. Stevens); "Trends in the Characteristics and Academic Qualifications of Medical School Applicants" (C. Tudor); "Increasing Minority Enrollment in an Era of a Declining Applicant Pool" (R. Miller); and "Educating in an Era of a Declining Applicant Pool" (L. Kettel). Part 2, Using AAMC Data in Admissions, offers: "Data From AAMC Medical School Applicant and Matriculant Questionnaires" (C. Tudor); "Data From AAMC Operational Files" (R. Randlett); "Data from AAMC Student and Applicant Information Management System" (C. Killian); and "Data From AAMC Institutional Profile System, Faculty Roster, and Hospital Surveys" (P. Jolly). Part 3, Using Institutional Data in Admissions, features: "Factors Related to Black Student Success in Medical Schools" (L. Sachs and L. Morris); and "Comprehensive Student Database as a Resource to the Admissions Committee" (G. Nowacek). Part 4 discusses Improving the Admissions Process: "Increasing the Effectiveness of the Selection Interview" (J. Molidor); "Using MCAT Data in Admissions" (K. Mitchell); "Selecting Nontraditional Applicants Using the Simulated Minority Admissions Exercise" (W. Sedlacek and D. Prieto); "Assessing the Admissions Process in an Era of a Declining Applicant Pool" (K. Mitchell); and "Combining Academic Qualifications to Assess Fill Rates and Graduation Rates" (W. Luke). Part 5 covers Marketing Medicine as a Profession: "Promoting Medicine and Medical Career" (K. Rabin); "Increasing Awareness of Ethical Considerations in Admitting Students" (B. Rankin); "Comparing Medical School Matriculants and Non-Matriculants" (D. Lindley); and "Marketing the Profession" (E. Martin). Part 6, Marketing Your Medical School, looks at: "Increasing Your Awareness of Student Needs" (J. Eudes); "Knowing Your Customer and Your Competition" (J. Beckham); "Developing Northwestern's Medical Student Recruitment Package" (E. Hoo); and "Magnifying Your Voice and Multiplying Your Messages" (J. Moore). Appended is a roster of participants in the conference. (SM)

ED 310 733 IR 013 923

Swan, Karen; And Others

Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?

PUB DATE- Mar 89
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *Basic Skills; *Computer Assisted Instruction; *Computer Managed Instruction; *Courseware; *Educationally Disadvantaged; Elementary Secondary Education; Instructional Design; *Instructional Effectiveness; Interviews; Microcomputers; Online Vendors; Questionnaires; Scores; Student Attitudes; Urban Schools
IDENTIFIERS- Courseware Evaluation

The Computer Pilot Program of the Division of Computer Information Services of the New York City Board of Education was designed to investigate the claim that comprehensive computer-based instruction (CBI) might best be used to improve the basic skills of educationally disadvantaged students. This ongoing project is designed to identify comprehensive CBI programs and implementation factors that can combine to positively affect the academic performance, attendance, and attitudes of educationally disadvantaged students. In the 1987-88 school year, 13 such programs were placed in 26 elementary and secondary schools in New York City. The investigation consisted of site observations, interviews with staff members and students involved with the programs, statistical comparisons of students' 1989 and 1988 scores on city-wide tests of reading and mathematics achievement, and questionnaires sent to the vendors of the CBI programs. The programs were generally well received by both staff and students, and their use generally resulted in significant achievement gains; however, students in the lower grades tended to show greater gains than students in the higher grades. Almost all of the programs involved both computer management and computer delivery of instruction. All but two programs covered reading, language arts, and mathematics, and many covered other subjects as well. Most of the programs used a task-analytic, learning-by-objectives approach, and about half of them were designed specifically for remedial populations. Most ran on either IBM, Apple II, or proprietary networks. This report summarizes these findings for each of the 13 programs evaluated. (BBM)

ED 310 761 IR 013 964

Hathaway, Warren E.

Education and Technology at the Crossroads: Choosing a New Direction.

Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0212-9
PUB DATE- Mar 89
NOTE- 205p.
AVAILABLE FROM- Planning and Policy Secretariat, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Managed Instruction; *Educational Planning; Educational Technology; Educational Trends; Evaluation Methods; *Facility Planning; *Individualized Instruction; Instructional Development; *Instructional Innovation; *Instructional Systems; Networks
IDENTIFIERS- *Network Based Learning Systems; Program Evaluation and Review Technique

This report outlines the stages to be taken in harnessing technology in a way that meets and overcomes many of the shortcomings and problems encountered by the educational delivery systems in use today. A learning system is described that supports a number of delivery modes, including individualization or customization of instruction. The first part of the report examines some of the long-term trends impacting education and develops an image of the future of education that might be used to guide today's educational planning. The second part of the report describes the proposed learning system, which uses Program Evaluation and Review Technique (PERT) networking strategies to manage individual learning projects for students in the classroom. The steps for developing such a network-based curriculum are outlined, and strategies for implementing the curriculum and evaluating students' progress, teachers, and the curriculum itself are discussed. Recommendations for the nature of educational facilities and software requirements that would support the individualized curriculum are provided. The report concludes with an outline of a preliminary plan for building a network-based learning system capable of meeting educational requirements at an individual, school, district, regional, provincial/state, or national level. (GL)

ED 310 896 RC 017 118

Pat Arnow, Ed.; Cheek, Pauline, Ed.
Appalachian Childhood.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
PUB DATE- 87
NOTE- 41p.; Photographs may not reproduce well.
AVAILABLE FROM- Editor, Now and Then, CASS, Box 19180A, ETSU, Johnson City, TN 37614-0002 ($2.50; subscription--$7.50 for individual and $10.00 for institutions).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Interests; Children; Cultural Background; Cultural Education; *Interviews; *Local History; Poetry; Rural Areas; Short Stories
IDENTIFIERS- Appalachia; *Appalachian Literature; *Appalachian People; Rural Culture

This magazine offers interviews, short stories and articles with a general focus on childhood in Appalachia. Two interviews include: "Creative Response to Life-Pauline Cheek," by Jane Harris Woodside, and "Insights and Experience: A Talk with Eliot Wigginton," by Pauline Binkley Cheek. Short stories include: "Thief in the Night," by Jan Barnett; "The Flood," by Drema S. Redd; and "Soul Train Ride," by Judy Odom. The articles include: "An ABC to Bledsoe, Harlan County, Kentucky," by Pauline B. Cheek; "Zealots for Children," by Pat Arnow; "Changes in Their Lives," by Pat Arnow; "Lessons from the Kids at Hanging Limb," by Jennie Carter;

"Appalachian Books for All Children," by Roberta Herrin; "Sunny Side and the Kentucky Soldier," correspondence compiled by Martha Crowe; and "Golden Days: How Children Now Can Find out About Children Then." The magazine also includes selections of contemporary poetry and a "Memories" section offering reminiscences of the following places: Chatham Hill, Virginia; Lynn Garden, Tennessee; Washington County, Tennessee; Oak Ridge, Tennessee; Puncheon Fork Creek, North Carolina; and Catawba County, North Carolina. (TES)

ED 310 910 RC 017 208

Holcomb, Ralph
Non-Human Loss in Rural Areas.
PUB DATE- Jul 88
NOTE- 9p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Counseling; Emotional Problems; Farmers; *Grief; Personality Traits; Psychological Patterns; *Role Conflict; *Rural Areas; *Rural Farm Residents
IDENTIFIERS- *Loss

This paper examines non-human loss and its psychological effect upon rural people. It discusses the absence of any ritual response to loss, including farm loss, that would otherwise benefit the loss victims or the surrounding society. The dilemma is comparable to that of the "transitional person," the immigrant experience following World War II. The transitional person became stuck between cultures, exhibiting typically adolescent behaviors. The therapeutic response involves loosening the all-or-nothing thinking, opening up the client to new possibilities and role transition. Personal resources to mitigate loss, such as personality, sense of social role, or value structure, are examined. A study of farm adolescents' grief reactions to the sale and slaughter of animals is described. The paper concludes that, in a large number of cases of emotional reaction to loss, "recovery" is not a possibility or goal. When the loss is significant to us, we return to it as a theme throughout our lives, gleaning significance and meaning from our attachments as we mature. The positive aspect of loss is this continuous process of integrating pieces into our role definition. (TES)

ED 311 001 SO 020 259

Thiel, Robb G.
An Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
PUB DATE- 6 Jul 89
NOTE- 42p.; Prepared as part of the E/S-591 Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Bands (Music); Cognitive Development; Curriculum Evaluation; *Curriculum Problems; Educational History; Eligibility; Enrichment Activities; *Extracurricular Activities; *Music Activities; *Music Education; Secondary Education; Secondary School Curriculum; Status

Music education in today's educational system has been fighting for its existence as a curricular subject, with many school systems finding it convenient to keep the classification of music-related activities in limbo. Music educators must be prepared to defend their programs and educational objectives or face a future of extra-curricular status and no credit for student participation in music. This study investigates what has caused the erosion of music education's status within the curriculum, and reviews the implications that eligibility requirements would have on music education. The bibliography is divided into four parts: (1) the history of music education in the public schools (five entries); the curricular, extra-curricular, and co-curricular classification of music education (10 entries); (3) student eligibility requirements for participation in music education (eight entries); and (4) solutions to the problem and alternatives to music education today (17 entries). Band programs are often considered extra-curricular due to their involvement in outside school competitions, much like athletic teams. The fact that band programs are expensive and are often funded by outside sources also leads to their extra-curricular status. Band directors should justify music on its own merits. The arts add to cognitive learning in the same ways as philosophy, religion, or psychology. A glossary of terms used and recommendations for band directors, educators, and administrators conclude the bibliography. (PPB)

ED 310 957 SO 020 170

Folk Recordings Selected from the Archive of Folk Culture.
Library of Congress, Washington, DC. Motion Picture, Broadcasting, and Recorded Sound Div.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Audiodisks; Audiotape Cassettes; *Folk Culture; Foreign Countries; Music; *Songs
IDENTIFIERS- Bahamas; Black Folk Music; Brazil; *Folk Music; *Folktales; Mexico; Morocco; Puerto Rico; Venezuela

This catalog of sound recordings covers the broad range of folk music and folk tales in the United States, Central and South America, the Caribbean, and Morocco. Among the recordings in the catalog are recordings of Afro-Bahain religious songs from Brazil, songs and ballads of the anthracite miners (Pennsylvania), Anglo-American ballads, songs of the Sioux, songs of labor and livelihood, and animal tales told in the Gullah dialect (Georgia). A total of 83 items are offered for sale and information on current sound formats and availability is included. (PPB)

ED 310 972 SO 020 203

Perkovich, George
Thinking about the Soviet Union.
Educators for Social Responsibility, Cambridge, MA.
REPORT NO.- ISBN-0-942349-00-8
PUB DATE- 89
NOTE- 244p.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Civil Liberties; *Communism; *Critical Thinking; Cross Cultural Studies; *Economics; Foreign Countries; *Foreign Policy; *Government (Administrative Body); Instructional Materials; International Relations; International Studies; Political Science; Secondary Education; Social Studies
IDENTIFIERS- Glasnost; Perestroika; Soviet Studies; *USSR

In the United States, educators have had difficulty teaching about the Soviet Union. Students are often ignorant of the historical circumstances that have affected the U.S./Soviet relationship, and they are often miseducated by stereotypes they encounter in popular culture. This curriculum explores the government and economy of the Soviet Union, the nature of communism, human rights, Glasnost and Perestroika, and U.S. schools of thought about the Soviet Union. The pedagogical emphasis is on dialogue, critical thinking, and informed decision making. Students analyze political cartoons, media reports, philosophical and political writings, and government documents to achieve a new understanding of the Soviet Union, and so develop alternatives to the Cold War view of U.S./Soviet relations. A broad range of U.S. and Soviet perspectives is provided, allowing students to form their own opinions and enabling teachers and students to remain flexible in the face of dramatic, fast-breaking changes in the Soviet Union. Black and white photographs are included. (JB)

ED 311 034 SP 031 501

Viera, Barbara L.; Ferguson, Bonnie Jill
Teaching Volleyball. Steps to Success.
REPORT NO.- ISBN-0-88011-316-2
PUB DATE- 89
NOTE- 235p.; For companion learners' guide, see SP 031 502.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Lifetime Sports; Physical Education; Psychomotor Skills; *Skill Development; Student Evaluation; Teaching Methods; *Volleyball

This handbook is written for the instructor of volleyball. The book provides essential instructional resources, including: (1) management and safety guidelines; (2) warm-up and cool-down exercises; (3) specification of equipment needs; (4) rating charts for identifying students' initial skill levels; (5) drill modification to fit various skill levels; (6) teaching cues to maximize learning; (7) suggestions for identifying and correcting common errors; (8) quantitative evaluation for all drills; and (9) a complete test bank of written questions. (JD)

ED 310 747 IR 013 945

Crabb, Geoffrey
The Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.

Council for Educational Technology, London (England).
REPORT NO.- ISBN-0-86184-179-4
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; *Contracts; *Copyrights; Foreign Countries; International Law; *International Trade; *Legal Problems
IDENTIFIERS- *Berne Convention; *European Economic Community

This pamphlet begins by discussing two legal issues to be considered when negotiating and formalizing the production of computer programs for distribution within ECC (European Economic Community) countries: protection of the program against unauthorized copying, and the nature of the contracts to be prepared. It is noted that all member states of EEC have distinctive copyright laws designed to meet their own needs, and that, as signatories of the Berne convention, they are required only to protect the works of other member states to the same extent as their domestic product. The producer is advised to accept that, although software is likely to be protected in every EEC state, the character and extent of protection will vary from one to another, and that any attempt to protect software by preventing the transfer of tapes or discs across frontiers may be unenforceable under Treaty of Rome provisions. Discussion of the preparation of enforceable contracts acceptable to all parties emphasizes that this is a complicated issue, especially where parties are established in different countries. The producer is advised to seek advice from a lawyer familiar with international contract law, and to settle the various issues that make up the agreement in advance so that the lawyer is required only to prepare a document reflecting the deal and to advise on any outstanding problems. An outline of 12 main points that should be agreed upon and included in the agreement concludes the guide, and a list of the EEC countries with a brief note on protection of computer software in each country for which the information is available is appended. (BBM)

ED 310 788 IR 052 864

Carpenter, Julie Ann
Library Index to "The History of the Women's Club Movement in America."
PUB DATE- Aug 88
NOTE- 51p.; Master's Research Paper, Kent State University.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Community Organizations; *Indexing; Library Associations; Library Research; *Public Libraries; *Social History; *Subject Index Terms; *Womens Studies
IDENTIFIERS- *Library History; Womens Clubs

This master's thesis describes the compilation of an index referencing libraries in "The History of the Woman's Club Movement in America," a 1,173-page work without an index which was published in 1895. This project was undertaken to facilitate using this work for research on women's roles in the development of libraries. A controlled vocabulary of 24 library-related terms was developed and their use in the history was recorded. The resulting index includes the names of clubs and cities involved in library development, and a separate index to the cities mentioned was also assembled. The report provides (1) background information on the women's club movement and a description of the genesis of the history; (2) a discussion of problems with the history, e.g., inconsistencies in the information gathering process, redundancies, unclear references, and the lack of an index; (3) a description of the methodology of the indexing project, including the definitions, rationale, intent, and limitations of the controlled vocabulary; (4) suggestions for further research; and (5) a discussion of the 16 library associations mentioned in the history. Copies of the subject and city indexes follow the text of the report, and appended materials include a list of the controlled vocabulary used in the subject index and a list of libraries, by institution, that own a copy of the history. (3 references) (SD)

ED 310 802 JC 890 405

Taylor, Lyndon E.
Redefining the Community College for the Year 2000.
PUB DATE- 5 Sep 89
NOTE- 16p.; Paper presented to the faculty of Skyline College as part of opening day activities (San Bruno, CA, September 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Educational Change; Educational Innovation; *Educational Planning; Educational Practices; *Futures (of Society); Program Design; School Schedules; *Social Problems; Teaching Methods; Two Year Colleges

This paper traces an administrator's view of the changes necessary to make the community college a viable force in postsecondary education. First, problems and challenges facing the United States in general are reviewed, including rising illiteracy and dropout rates among the nation's high school students, increasing violence and crime in the society at large, the high rate of unemployment connected to the information age, and the shift from a state or national economy to a global one. Next, areas of unresponsiveness and rigidity in the nation's two-year educational system are examined, with respect to an adherence to the traditional summer vacation schedule, a tendency to keep the status quo in teaching methods, a lack of responsiveness to individual students' needs, and a tendency to lose sight of the value of quality control. In the context of these problems, 10 key areas in which community college educators should work for change are presented. Among the areas included are the need for an exploration of alternative sources of income for research and development, a reexamination of instructional and scheduling methods, the utilization of existing technology to better inform and serve students in the areas of registration and data dissemination, and the creation of an atmosphere on campus that welcomes change and creativity. Finally, a brief discussion is provided of the development of an education center in the North Orange County Community College District. The center will consist of both entrepreneurial activities to provide funding for research and development, and an adult educational facility, utilizing a general education core curriculum as well as alternative instructional delivery strategies. (JMC)

ED 310 826　　　　JC 890 434

Johnson County Community College Career Programs: Employment, Salary and Placement Information.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Jan 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Employment Opportunities;

*Employment Projections; *Job Placement; *Occupational Information; Outcomes of Education; *Salaries; Two Year Colleges; Vocational Followup

Designed to assist students, current workers seeking to change careers, and people re-entering the work force after a lengthy absence, this report presents employment, salary, and placement information for 31 Johnson County Community College (JCCC) career programs. The information is based on data from county, state, and national studies, as well as on responses to follow-up surveys conducted each January of program completers and their employers. The occupations reviewed are: accounting; administration of justice; automotive technology; aviation maintenance technology; biomedical equipment technology; chef apprenticeship; civil engineering technology; commercial art; computer systems technology; data processing; dental hygiene; drafting technology; electronics engineering technology; emergency medical science; fashion merchandising; fire science; heating, ventilation, and air conditioning technology; hospital management; information word processing; interior merchandising; manufacturing technology; marketing and management; medical records; metal fabrication; nursing; occupational therapy assistant; paralegal; physical therapy assistant; radiologic technology; respiratory therapy; and secretarial careers. For each occupational listing, the report provides a projection of employment and demand for the year 2000 and current numbers of employees in the local area, state, and nation. Information on salaries is also provided for Johnson County, greater Kansas City, the state of Kansas, and the nation. Finally, each career includes information on the placement and salaries of students who completed the program at JCCC. (JMC)

ED 310 853 PS 018 206

Meade, Anne
Major Policy Developments for Early Childhood Services in New Zealand.
PUB DATE- Jul 89
NOTE- 16p.; Paper presented at the Annual International Conference on Early Childhood Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Early Childhood Education; Educational Change; *Educational Policy; Federal Government; Foreign Countries; *Government Role; *Policy Formation; *Systems Development
IDENTIFIERS- *New Zealand

This paper describes the problematic aspects of redesigning the administration, organization, and funding of early childhood education in New Zealand. A committee for redesigning early childhood programs in the nation had specified the dimensions of the government's role in supporting early childhood education, and had proposed new arrangements for financial support and program administration. It was intended that the new design would replace all 26 existing funding formulas for grants from the government with one formula. Different services would be treated in the same way. Reaction to the plan was largely favorable, although there were some reservations and queries. In 1989, the government announced a new policy for early childhood care and education, one which differed from the redesign effort on several dimensions, including ownership issues, program monitoring responsibilities, hours of subsidized care, and coverage for special education services. These matters are discussed in detail in sections focusing on: (1) the context for the redesign effort; (2) recommendations of the redesign committee; (3) reaction to the recommendations for the new design; (4) the new policies announced by the government; (5) variation between the committee recommendations and government policy; and (6) public and private ownership issues. (RH)

ED 310 868 PS 018 273

Nimnicht, Glen; And Others
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Apr 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Childhood Needs; *Community Role; Day Care; Definitions; Delivery Systems; Developing Nations; Early Childhood Education; *Family Role; *Policy Formation; Program Descriptions; *Public Policy
IDENTIFIERS- *Alternative Conceptions; Bernard van Leer Foundation (Netherlands); *National Policy

This paper discusses issues concerning the formulation of effective child development policies. Discussion focuses on four questions: (1) What are the basic needs of a young child? (2) What are some alternative means of meeting these needs? (3) What are the main obstacles to national implementation? and (4) How can such obstacles be overcome? It is maintained that alternatives to government-financed preschools and day care centers must be used by any country that intends to serve a sizable percentage of its preschool population. An overview argues that any viable alternative approach must begin with the view that healthy development is a product not of a professional, institution-based service, but of a self-reliant, family- or community-based process. Section 2 outlines some approaches to the move from institutional services to family- and community-based programs. Section 3 discusses implementation at the national level, and recommends actions that should be taken if available resources are to be redirected to reach a broad section of the population. (RH)

ED 310 926 SE 050 864

Barnard, J. J.
Poor Concept Formation in Mathematics: A Diagnostic Perspective.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0729-3; RGN/HSRC-P-105
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Diagnostic Tests; Foreign Countries; Fundamental Concepts; *Mathematical Concepts; *Mathematical Vocabulary; Mathematics Achievement; Mathematics Instruction; Mathematics Tests; *Misconceptions; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *South Africa

The aim of this study was to identify deficiencies in students' knowledge and understanding of basic algebraic concepts and operations. Since analysis of errors is an effective way of tracing misconceptions in mathematics, a diagnostic test was compiled for this purpose. A total of 162 items was included in the test which was administered to 4,635 standard nine students from 106 schools in the Republic of South Africa. Although most students were supposed to find a diagnostic test easy, it was discovered that many of the students experienced serious difficulties. The main cause of the difficulties was attributed to a lack of understanding. The students often succeeded in some manipulations but failed to understand the concepts and principles on which these manipulations were based. It was concluded that deficiencies in basic prerequisites included ignorance of algorithms, inadequate mastery of basic facts, incorrect procedures in applying mathematical techniques, and insufficient knowledge of important concepts and symbols. A total of 53 references are listed. (Author/YP)

ED 310 943 SE 050 891

Lavoie, Derrick R.
The Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
PUB DATE- May 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Cognitive Development; *College Science; *Computer Simulation; Formal Operations; Higher Education; *Misconceptions; *Piagetian Theory; *Prediction; Protocol Analysis; Science Instruction; Scientific Methodology
IDENTIFIERS- *Science Skills

Misconceptions, shown to be prevalent in students even at the college level, may affect the cognitive process of making predictions in biology. The purpose of this study was to: (1) identify students' misconceptions about important biological concepts; (2) identify students' cognitive behaviors associated with making predictions about these concepts; and (3) examine the relationship between students' misconceptions and their cognitive behaviors of prediction. Information processing theory provided the theoretical framework for this research. Think-aloud interviews were employed in this study to collect videotape data on students' cognitive processes associated with their misconceptions and subsequent predictions about selected biological concepts. A computer simulation program, "Pollute," allowed students to manipulate five independent variables affecting water quality. Three-stage instruction was given based on the learning cycle. This paper found that subjects who were successful were formal operational and exhibited fewer misconceptions than unsuccessful subjects. Misconceptions identified are listed. Recommendations are made for science teaching techniques that will help to identify and eliminate students' misconceptions. Forty-six references are listed. (Author/YP)

ED 310 986 SO 020 223

Weil, Jonathan S.

The United States and the Indian Constitution.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 20 Jan 88

NOTE- 21p.; Project was developed as a requirement of the Fulbright Summer Seminar Abroad Program. Copyrighted material (including the appended Salman Rushdie article) was removed from the document received by ERIC.
AVAILABLE FROM- Indian Council for Cultural Relations, 10 Daryanj, New Delhi, India 110002 (45 R.S.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Rights; Comparative Analysis; *Constitutional History; Cross Cultural Studies; *Democracy; Foreign Countries; *Governmental Structure; Religious Conflict; *World History
IDENTIFIERS- Constitutions; Hinduism; *India; Islam; *United States Constitution

India, a huge land with the second largest population in the world, socially and economically poor, and culturally and linguistically diverse, became the largest democracy in the world on November 26, 1949 with the adoption of the Indian Constitution. The goals of that constitution are: (1) the achievement of national unity and stability; (2) the promotion of democratic political behavior based on parliamentary procedures; (3) the protection of minority interests; and (4) the expression of general principles and humanitarian sentiments. In many ways, the Indian Constitution, its language and provisions, are remarkably similar to the U.S. Constitution. A radio telecast from August 15, 1947 (S. Radhakrishnan) illustrates some of those similarities, as does a side-by-side comparison of parts of U.S. and Indian Constitutions (preamble, rights to equality, freedom, and constitutional remedies). An article by Salman Rushdie, "After Midnight," is included as an appendix, and focuses on the 40th anniversary of Indian independence and the continuing strife between Hindus and Muslims, and asks the question, "Does India exist?" A bibliography of four additional references is included. (PPB)

ED 311 017 SP 031 445

Patry, Jean-Luc
Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice.

PUB DATE- 29 Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Behavior Theories; Foreign Countries; Psychological Patterns; Research Utilization; Social Cognition; *Teacher Behavior; *Teacher Response; *Teacher Student Relationship; *Theory Practice Relationship

As personality and social psychology research has shown, cross-situational consistency of people's social behavior tends to be rather low. This applies also to teachers' classroom behavior: teachers adapt to situative conditions. However, both situation specificity and teachers' adaptation are not sufficiently taken into account in research and in the analysis of the interdependence of theory--which almost by definition is situation invariant--and practice. An adaptation function must be assumed which "translates" the theory into unique actions which are appropriate for the unique situation. A theory of cross- situational consistency could help to analyze this adaptation function. The framework of a theory of intraindividual (cross-situational) differences based on cognitive social learning theory is presented that could satisfy this need. This theory links the means (i.e., teacher activities) and the goals the subject pursues. It is shown that situation specific behavior is usually related to inverted-U-shaped behavior-outcome relationships, which can be analyzed in terms of power in opposed directions. A research program based on this approach is presented which is designed to improve the applicability of theory (or research) in practice by explicitly taking into account the fundamental differences between theory and practice with respect to the situation specificity problem. (Author)

ED 310 663   HE 022 727

Christal, Melodie E.; Jones, Dennis P.
A Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
Council on Postsecondary Accreditation, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 154p.
GRANT- G-830-0756
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Classification; College Programs; *Databases; *Data Collection; Higher Education; *Institutional Evaluation; Postsecondary Education; *Program Evaluation

A set of recommendations is provided regarding data collection and reporting to support and facilitate the accreditation process in postsecondary education. The following chapters are provided: (1) introduction (types of accreditation, evaluation of standards, potential users, and the development process); (2) conceptual schema (conceptual overview of kinds of data); (3) detailed data structure (a listing of database items); (4) data definitions (definitions for each of the data elements in the previous chapter); (5) data collection formats and indicators for institutions (appropriate ways of combining data items for institutions); and (6) data collection formats and indicators for programs (appropriate ways of combining data items for programs). A classification of instructional programs, a bibliography (which contains 18 references), and an index are appended. (KM)

ED 310 677 HE 022 782

Walters, Norma J.
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion.
PUB DATE- 89
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Health Promotion; Higher Education; Models; *Nursing; *Theory Practice Relationship; *Well Being
IDENTIFIERS- Roy Adaptation Model

Due to the need for nurses to use nursing theories in nursing practice, a theory based nursing process for wellness promotion was applied to an individual in a study. The objectives of the study were to: describe the Roy Adaptation Model for the nursing process; utilize the model for organizing and analyzing assessment data; collect psychosocial, biophysical, and educational assessment data on a well client; write a theory based individualized nursing care plan for the individual; describe five community agencies appropriate for promoting wellness for the individual assessed; and evaluate the applicability of the nursing theory to the plan of care for effectiveness, ease of application, and necessary revisions. The Roy Adaptation Model provides a direction for communicating the theory of the adaptive system while viewing the patient holistically. The study involved a 36-year-old female university professor. An analysis of the client in adaptation modes included the physiological, self-concept, role function, and interdependence modes. Roy's Adaptation Model provided an effective framework for organizing and collecting data from the client, though major problems in using the model included overlapping of adaptive modes, the value system of the nurse making decisions, an unclear meaning for the term adaptation in relation to growth, and an unclear definition of when need excesses or deficits occur. Three appendices are: data on the client based on Roy's Model; nursing process care plan using Roy's Model; and outline of theory based nursing process. Tables are included. Contains 13 references. (SM)

ED 310 705 HE 022 832

Stager, David A. A.
Focus on Fees. Alternative Policies for University Tuition Fees.
SPONS. AGENCY- Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-088799-239-0
PUB DATE- Jul 89
NOTE- 168p.
AVAILABLE FROM- Communications Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Students; Educational Economics; *Educational Finance; Enrollment Trends; *Fees; Policy Formation; Postsecondary Education; Student Costs; Student Financial Aid; Tax Credits; *Tuition
IDENTIFIERS- Canada; *Ontario
A study by the Council of Ontario Universities on tuition fees for undergraduate university programs (especially on factors that need to be considered in establishing and financing an appropriate level of fees) is discussed. Seven chapters are as follows: introduction (reasons to study fees, policy questions concerning tuition fees, and outline of the report); evolving a tuition fee policy (e.g. emerging public support for universities and origins of government control of fees); tuition fees at Ontario universities (e.g. tuition fees and student aid, tuition fees and operating expenditures, and total cost of university education); accessibility and the demand for university education (e.g. economic and social factors influencing enrollment decisions); economic and social benefits of university education (e.g. returns to investment in university education and to selected programs); alternative approaches in setting tuition fees (e.g. recommendations from public commissions and public opinion polls on fees and financing); and financing students' tuition and other costs (e.g. Ontario Student Assistance Program and prepaid tuition fees). Three appendices are: supplementary data; Ontario Council on University Affairs tuition fee advisory; Australian Higher Education Contribution scheme; and issues in rate of return analysis. Contains approximately 180 references. (SM)

Gaines, Gale F.
Merit Scholarships for Star Students: Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- May 89
NOTE- 5p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Achievement Rating; College Bound Students; *College Choice; Decision Making; Educational Finance; Financial Support; Higher Education; High School Graduates; *In State Students; *Merit Scholarships; Recognition (Achievement); Scholarship Funds; *Student Financial Aid
IDENTIFIERS- United States (South)

The use of merit scholarships to keep bright students at in-state colleges is discussed. Today more than half of the Southern Regional Education Board (SREB) states have credited merit scholarships to encourage their top high school graduates to attend in-state colleges. While athletic scholarships often receive greater visibility, SREB states are providing more than 11,000 state-supported scholarships based on academic performance. These scholarships are in addition to the even larger number of merit awards funded by gifts to public colleges and universities and through programs designed to encourage students to pursue certain major areas of study. Standardized test scores and high school grades are most often used to determine who is eligible for merit scholarships. Details on such programs in Texas, Arkansas, Louisiana, Tennessee, Florida, Maryland, Virginia, and Georgia are presented. It appears that states are successfully encouraging many of their top high school graduates to attend college in their home state. However, the direct influence these scholarship programs have on students when they are making a college choice is not clear. States may need to change programs to allow, at a minimum, preliminary award notices to be sent out to applicants no later than the beginning of their senior year of high school since in most cases, awards are made in the late spring or summer immediately preceding the graduates' freshman year in college, by which time most students have selected the college of choice. (SM)

ED 310 775 IR 052 840

Childers, Thomas
Public Library Information and Referral Project: Phase I, Survey.
Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- Oct 79
NOTE- 120p.
GRANT- G007702307
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Information Services; *Delivery Systems; Information Dissemination; *Library Services; Library Surveys; National Surveys; Needs Assessment; Outreach Programs; *Public Libraries; Reference Services; *Referral

This study was the first phase of a multiple phase project to generate knowledge about the creation and rapid growth of information and referral (I&R) services in public libraries in the United States in the late 1960s and the 1970s. I&R service is defined as facilitating the link between a person with a need and the resources outside a library to meet that need. The study was implemented by administering two surveys. The nationwide survey polled one-twelfth of U.S. libraries about the extent of I&R services provided; sources of I&R innovation; and administrative factors. The focused survey polled all public libraries that provided I&R services about the background of I&R; sources of I&R innovation; I&R services offered; service delivery and administration; and evaluation of I&R services. The response rates of the two surveys were 43% and 66%, respectively. Analyses were based mainly on descriptive statistics. Following an executive summary, eight chapters provide: (1) an overview of I&R in public libraries; (2) a description of the two surveys and the response to them; (3) a discussion of the types of I&R services provided by the participating libraries; (4) a more detailed examination of the I&R services delivered in the libraries studied; (5) a description of the delivery systems used for I&R services; (6) an examination of various facets of the management of I&R services; (7) a discussion of the findings of the study and recommendations; and (8) a description of a half-day symposium on public library I&R that was delivered at the 1979 American Library Association conference in June 1979. Questionnaires and data from the two surveys are appended. (6 references) (SD)

ED 310 814 JC 890 421

Etheridge, Sandra Y.
Honors: Getting Started.
Gulf Coast Community Coll., Panama City, Fla.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; Curriculum Development; Flow Charts; *Honors Curriculum; Models; *Program Content; *Program Design; *Program Development; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Gulf Coast Community College FL

This paper provides a description of the development of an honors program at Gulf Coast Community College (GCCC). The description is organized around three flow charts corresponding to different stages in the program's development, and which are followed by more detailed explanations. The first flow chart deals with program planning and development from inception to implementation. In this stage, an initiator perceived the need for an honors program and saw that a formal start was made. Subsequent steps included the selection of a project director, attendance at a regional honors conference, the selection of an honors committee, the establishment of a timetable for program implementation, and the articulation of the program's philosophy and objectives. The institution then moved at its own pace to smoothly and effectively assimilate the new honors programs to the existing curriculum. The second flow chart addresses the selection of faculty and students to participate in the program. Some factors considered in faculty selection were the instructors' enthusiasm for the subject matter, and the clarity of their course objectives, requirements and grading procedures. Honors student recruitment activities were developed to coincide with GCCC's marketing activities, and a battery of tests was chosen for honors applicants. The final flow chart presents the course design and sequence for GCCC honors students. After a mandatory, one-semester honors symposium, each participant must take at least one honors course from each of the following divisions: Psychology or Political Science; Understanding Art, Freshman Chemistry, or Zoology; Literature; and one course in the student's major or a computer language. (JMC)

ED 310 838 PS 017 659

Growing Up Alone: Children Waiting for Families.

Maryland Governor's Task Force to Study Adoption Procedures in Maryland, Baltimore.

PUB DATE- 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption; *Children; Child Welfare; Individual Needs; *Placement; *Public Policy; Social Services; *State Government
IDENTIFIERS- *Maryland

This report focuses attention on the quantity and timeliness of adoptions in the state. The report begins with an overview of current adoption practices and procedures in Maryland. A series of 54 recommendations follows. The recommendations are based on the following issues: (1) legal barriers to adoption; (2) barriers in local departments of social services and in the state which prevent children from being freed and placed for adoption; (3) recruitment of families for special needs children; (4) the Maryland Adoption Resource Exchange and National Exchange Resources for Placing Special Needs Children; (5) purchase of service; (6) transracial adoptions; and (7) post-placement and post-legalization services. In addition, an executive summary of the full report is included as an appendix. (RJC)

ED 310 884 PS 018 316

Henderson, Valanne L.; Dweck, Carol S.

Predicting Individual Differences in School Anxiety in Early Adolescence.

PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attribution Theory; *Elementary School Students; *Individual Differences; Intelligence; Intermediate Grades; Junior High Schools; Junior High School Students; Longitudinal Studies; Personality; *Predictor Variables; *Social Cognition
IDENTIFIERS- Transition Time

Addressing two issues of Dweck and Leggett's (1988) social cognitive theory of personality, this short-term longitudinal field study investigated the relationship between implicit theories about the self and school anxiety among adolescents making the transition to junior high school. It was hypothesized that students who believed that their attributes were fixed aspects of the self would experience more anxiety than others, particularly if the former reported low confidence in the attribute. Participating were 110 seventh graders who responded to assessments of theory of intelligence, confidence in intelligence, and school anxiety. Findings indicated a main effect for theory of intelligence, showing that, compared to 'incremental theorists', 'entity theorists' had higher anxiety levels. A main effect for confidence in intelligence showed that students with low confidence had higher anxiety than others. As predicted, the interaction of these two variables was significant, indicating that entity theorists with low confidence had higher anxiety than other students. Analogous measures in the domain of personality yielded similar results. No main effects were found for sex of subject. The effect of grades on anxiety was not significant. It is concluded that results support Dweck and Leggett and provide insight into the 'storm and stress' hypothesis, indicating that for some students the changes in adolescence are threatening, while others may find them an opportunity for growth and development. Figures and assessment instruments are attached. (RH)

ED 310 958 SO 020 172

Elementary Music: Curriculum Guide, 1989.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO.- ISBN-0-7732-0204-8
PUB DATE- 89
NOTE- 381p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Applied Music; Course Content; Elementary Education; Foreign Countries; Kodaly Method; *Music Activities; Musical Instruments; *Music Education; *Music Techniques; Orff Method; Required Courses
IDENTIFIERS- Harmony; Melody; Rhythm

This music curriculum guide for the required music component of the fine arts curriculum in Alberta (Canada) covers concepts, skills, and attitudes, as well as enrichment and integration activities. Concepts are the intellectual framework of the music program and are divided into five elements: (1) rhythm, (2) melody, (3) harmony, (4) form, and (5) expression. These are taught through the six skill areas of singing, playing, listening, moving, reading and writing, and creating. Positive attitudes are to be engendered through student participation in the skill areas. Two sections of the guide on concepts and skills respectively, are in the form of scope and sequence charts, and each section includes several enrichment and integration activities that may be added to that section. Concepts and skills are numbered sequentially, and this enumeration correlates to a teaching resources reference chart which matches those numbered aspects to specific page references in four major music education texts as well as additional resources. This allows the curriculum guide to be used with a variety of texts. The Kodaly and Orff methods are both introduced, as are methods and techniques involving movement, guided listening, the recorder, handbells, and the ukulele. Several possible evaluation procedures are given. A resource summary includes basic series, teachers resources, and professional organizations. Numerous photographs illustrate the guide. (PPB)

ED 311 002 SO 020 282

Verspoor, Adriaan
Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1228-6
PUB DATE- 89
NOTE- 205p.
AVAILABLE FROM- World Bank Publications, 1818 H Street N.W., Washington, DC 20433 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Developing Nations; Education; *Educational Change; *Educational Development; Educational Finance; *Educational Improvement; *Educational Quality; Financial Support; Foreign Countries; International Organizations; Program Development; Program Effectiveness; Program Implementation; Teacher Education
IDENTIFIERS- World Bank

A review of 21 educational change programs supported by 42 World Bank-assisted projects found that the most successful programs have a different profile than the less successful programs. The former aimed at comprehensive change, encompassing a wide range of objectives including administrative and management training and the provision of educational materials as well as the usual curriculum and teacher training components. Most importantly, they adopted an implementation strategy that was congruent with political and economic factors and with the program's objectives. Three factors were found especially critical for successfully implementing educational reform programs: (1) administrative development to strengthen institutions and organizational structure, including the development of innovative management; (2) significant components for in-service teacher training; and (3) strategies to gain the commitment of implementors, external agencies, and government authorities. The number of children enrolled in schools throughout the developing world has grown substantially. This growth has stretched available managerial, professional, and financial resources beyond the limits of effectiveness. Providing pupils with quality education may overtake providing access to schools as the main goal in educational development in the coming years. The document includes tables, summaries of the 21 programs studied, and a 56-item bibliography. (Author/JB)

ED 311 035 SP 031 502

Viera, Barbara L.; Ferguson, Bonnie Jill
Volleyball. Steps to Success.
REPORT NO.- ISBN-0-88011-315-4
PUB DATE- 89
NOTE- 237p.; For companion teaching guide, see SP 031 501.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Exercise; Higher Education; *Lifetime Sports; Physical Education; *Psychomotor Skills; *Skill Development; *Volleyball

This handbook was written to introduce learners to the game of volleyball and its skills and strategies. Twenty-four steps to mastery of techniques of the game are organized sequentially, providing a transition from one skill to the next. An explanation of what is covered in the step, why it is important, and how to execute or perform the step's focus--which may be a basic skill, concept, tactic, or combination of all three, is provided. Numbered illustrations demonstrate body positions. Common errors that may occur are pointed out. Drills are illustrated as well as strategies for offense and defense. Summary checklists are provided for evaluating proper techniques. (JD)

ED 310 734 IR 013 924

Naidu, Som
Computer Conferencing in Distance Education.
PUB DATE- 12 Jun 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Distance Education; Educational Innovation; Foreign Countries; Information Technology; Instructional Development; *Media Research; Postsecondary Education; Research Needs; *Telecommunications; *Teleconferencing
IDENTIFIERS- New York Institute of Technology; NKI School (Norway); Ontario Institute for Studies in Education; Open University (Great Britain); Rochester Institute of Technology NY; State University of New York Empire State Coll

Current research on applications of computer conferencing in six institutions identifies a number of common problems related to communications and conferencing software and hardware and user attitudes about the medium. Despite these difficulties, there have been indications of a growth in the incorporation of computer conferencing in distance education activity. Issues requiring more careful consideration if computer conferencing is to make a greater impact on distance education include: (1) scale (expansion of computer conferencing capability to larger groups while at the same time assuring that low-socioeconomic status groups have access); (2) integration (incorporating computer conferencing into existing distance education programs); and (3) optimization (deciding where the medium can be used most effectively). While the major emphasis to date has been on enhancing the learning process by encouraging group learning and facilitating peer counseling and tutor feedback, other potential applications include enhancing group processes during course development and facilitating the management of decentralized distance education infrastructures by reducing the necessity to travel large distances for staff meetings. Further research is required on suitability of conferencing software for specific purposes, cost implications, and modification of software to suit individual user needs. Because of its capacity to bring people closer together without necessitating physical movement, computer conferencing has larger societal and global implications. (26 references) (GL)

ED 310 762 IR 013 965

Kipper, Philip S.
Television's Computer Imagery and a New Spatial Aesthetic.
PUB DATE- Feb 89
NOTE- 20p.; Paper presented at the Western Speech Communication Association Convention (Spokane, WA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; *Computer Graphics; *Perceptual Development; *Spatial Ability; Television Viewing; *Visual Literacy; *Visual Perception

As the viewer watches the opening credits for the program "Entertainment Tonight," the screen comes to life with rotating shapes and spinning geometric patterns. One has the sense of travelling on an imaginary voyage through space. Many of the computer generated displays common now on television use such visual devices as linear perspective, overlapping, and image transformation and rotation to give the impression of a third dimension on the two-dimensional screen. While a number of studies have indicated that such computer generated displays inflict pain and confusion upon the viewer, another interpretation is that the continued presence of such content may be educating viewers to a new aesthetic appreciation of three dimensional depth information, motion, and image transformation. While evidence for this conclusion is largely anecdotal, a body of experimental work suggests that viewers of computer generated presentations and similar video game displays benefit cognitively from their experiences and reach a new level of visual sophistication. Further research in this area is required. (20 references) (Author/GL)

ED 310 897 RC 017 119

Waage, Fred, Ed.; Cabbell, Ed, Ed.
Black Appalachians.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
PUB DATE- 86
NOTE- 33p.; Photographs may not reproduce well.
AVAILABLE FROM- CASS/ESTU Foundation, Center for Appalachian Studies and Services, Institute for Appalachian Affairs, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002 (subscription--$7.50 for individuals and $10.00 for institutions, single copies $2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Community; *Black Culture; *Black History; *Black Influences; Black Literature; Blacks; Black Studies; Cultural Background; Cultural Education; Interviews; Local History; Poetry; Rural Areas; Short Stories
IDENTIFIERS- Appalachia; *Appalachian Literature; *Appalachian People; Rural Culture

This issue of "Now and Then" focuses on black Appalachians, their culture, and their history. It contains local histories, articles, and poems and short stories by Appalachian blacks. Articles include: "A Mountain Artist's Landscape," a profile of artist Rita Bradley by Pat Arnow; "A Part and Apart," a profile of black historian Ed Cabbell by Pat Arnow; "Black Diamonds: The Search for Blacks in Appalachian Literature and Writing," by Edward J. Cabbell; "History Uncovers the Role of Black Appalachian Women," by Edward J. Cabbell; "The Black Community in Tennessee's Oldest Town - Jonesborough, Tennessee," by Pat Arnow; and "Uncle Luke's Prayer: Glimpses of Tazewell (Virginia) Through the Holley Heritage," by Minnie Holley Barnes. Short stories include: "The Homecoming," by Margery Plummer and James Story; "Trial by Fire," by Joseph Morgan; "The Infant and the Outside World," by Edward J. Cabbell; and "Granny," by Chris O'Brien. (TES)

ED 310 911 SE 050 579

Sledge, Janet H., Comp.
Take Pride in America Educational Leader's Guide.
Department of Agriculture, Washington, D.C.
PUB DATE- Dec 88
NOTE- 29p.; These materials have been developed in conjunction with the national "Take Pride in America" program, a federal interagency environmental education effort being coordinated by the U.S. Department of Agriculture and the U.S. Department of the Interior. For a related resource guide see ED 234 280. Ordering information for the related videotape is attached to the document.
AVAILABLE FROM- USDA-TPIA, Room 245-E Administration Building, Washington, DC 20250.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Organizations; Community Role; Community Support; Conservation (Environment); *Conservation Education; Elementary Secondary Education; *Environmental Education; *Natural Resources; *Nonformal Education; *Science and Society; Teaching Methods; Wildlife
IDENTIFIERS- *Take Pride in America

The Take Pride in America (TPIA) school program encourages volunteer stewardship programs to help protect, enhance, and manage public lands such as school sites, forests, parks, water reservoirs, historical sites, fish and wildlife areas, public nature preserves, and wilderness areas in the United States. From this program an educational guide and video have been developed to encourage adults and youth groups to join with thousands of others in grassroot volunteer efforts to rekindle feelings of respect for the land. This guide is designed to show how to increase the respect and concern for the country's natural and cultural resources among our youth. These activities primarily provide educational enrichment activities for young people of junior and senior high school age in the classroom or in youth activities related to scouting, 4-H clubs, Future Farmers of America, and other church, synagogue, and community organizations. The leader's guide provides activities intended to make TPIA a real and living experience for youth groups. Improvisation is encouraged as necessary to turn the concepts into workable educational activities. Throughout the guide, the term "participants" is used to identify the individuals and groups to which this guide is targeted. (CW)

ED 310 927 SE 050 865

Canino, Casilda; Cicchelli, Terry

Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.

PUB DATE- 23 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Cognitive Style; *College Mathematics; *Computer Assisted Instruction; *Field Dependence Independence; Higher Education; Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; *Student Reaction
IDENTIFIERS- Group Embedded Figures Test

This study tested the benefits of matching field dependent (FD) learners to an algorithmic method and field independent (FI) learners to a discovery method relative to mathematics achievement. It also attempted to discover if FD learners reacted more positively to computer experience than did FI learners. A total of 126 college algebra students identified as FD or FI were assigned to the two method groups by stratified random procedures, using a mathematics reasoning test scores as a stratified variable. Students completed 20 software lessons, working 30 minutes a day for 24 days. Ninety-three subjects' posttest scores and responses to the student reaction questionnaire were analyzed by multiple regression. The results suggest that: (1) there was no interaction effect between cognitive style and treatment on mathematics achievement; (2) FI learners scored significantly higher than FD learners on student reactions to the computer treatments; and (3) FD learners spent more time approaching the task. Twenty-one references are listed. (YP)

ED 310 648 HE 022 707

Hurst, Richard
Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrative Problems; Annotated Bibliographies; *Budgeting; *College Administration; *College Planning; Educational Finance; Higher Education; Models; Program Budgeting

The purpose of this bibliography is to help researchers and practitioners in higher education to locate relevant literature concerning the problem of linking planning with budgeting in the administration of higher education. Citations from the separate literature on planning and budgeting were selected according to how well they demonstrate the link between planning and budgeting. A total of 57 citations are provided, most dated in the 1980s, with a brief summary of the content given for each. (Author/KM)

Upcraft, M. Lee; Gardner, John N.
The Freshman Year Experience. Helping Students Survive and Succeed in College.
REPORT NO.- ISBN-1-55542-147-4
PUB DATE- 89
NOTE- 441p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($32.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; Adult Students; Athletes; Black Students; *College Environment; *College Freshmen; Commuting Students; Counseling Services; Disabilities; Females; Higher Education; Hispanic Americans; Minority Groups; Orientation; *Program Development; School Holding Power; *Student Attitudes; *Student Characteristics; *Student College Relationship; Student Development; Student Needs

Guidelines to enhancing the freshman year experience are presented in the following chapters: (1) "A Comprehensive Approach to Enhancing Freshman Success" (M. Lee Upcraft, John N. Gardner); (2) "Who Are Today's Freshmen?" (Arthur Levine); (3) "A Historical Look at the Freshman Year Experience" (John Orr Dwyer); (4) "Understanding Student Development: Insights from Theory" (Upcraft); (5) "Impact of College Environments on Freshman Students" (James H. Banning); (6) "Connecting Students to Institutions: Keys to Retention and Success" (Randi Levitz, Lee Noel); (7) "Orientation Programs" (Donald J. Perigo, M. Lee Upcraft); (8) "Academic Advising" (Gary L. Kramer, Robert W. Spencer); (9) "Academic Support Programs" (Timothy L. Walter, Audrey Gomon, Pamela J. Guenzel, Donald E. P. Smith); (10) "Mentoring Programs (Cynthia S. Johnson); (11) "Counseling" (Jack R. Rayman, Jeffrey W. Garis); (12) "Residence Halls and Campus Activities" (Upcraft); (13) "Health and Wellness Programs" (Frederick A. Leafgren); (14) "Character Development" (John M. Whiteley); (15) "Origins and Purposes of the Freshman Seminar" (Virginia P. Gordon); (16) "Elements of an Effective Seminar: The University 101 Program" (A. Jerome Jewler); (17) "How Seminars Enhance Student Success" (Paul P. Fidler, Mary Stuart Hunter); (18) "Starting a Freshman Seminar Program" (Gardner); (19) "A President's Perspective on the Value of Freshman Seminars" (Betty L. Siegel); (20) "Hispanic Students" (Manuel J. Justiz, Laura I. Rendon); (21) "Black Students" (Augustine W. Pounds); (22) "Women Students" (Sabrina C. Chapman); (23) "Adult Learners" (Barbara A. Copland); (24) "Commuter Students" (Robert L. Rice); (25) "Student Athletes" (Timothy L. Walter, Donald E. P. Smith); (26) "Disabled Students" (Brenda G. Hameister); (27) "Honors Students" (Anne L. Day); (28) "Providing Administrative, Faculty and Staff Leadership" (Mary Ann D. Sagaria, Linda K. Johnsrud); and (29) "Academic and Student Affairs in Partnership for Freshman Success" (Raymond O. Murphy). Name and subject indexes are provided. Contains 520 references. (KM)

ED 310 691 HE 022 796

Eveslage, Sonja A.; Wiesner, Linda

Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.

Thomas A. Edison State Coll., Trenton, NJ.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 15 Jun 89
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Students; College Students; *Cooperation; Educational Assessment; Educational Improvement; Higher Education; Institutional Advancement; Marketing; Models; *Outreach Programs; *Program Evaluation; Questionnaires; *School Business Relationship; State Colleges; Student Records; *Student Recruitment
IDENTIFIERS- *Partnerships in Education; *Thomas A Edison State College NJ

Thomas A. Edison State College's Center for Corporate Partnerships and its 3-year program "Creating the Missing Connection" are reported. The Center connects Edison with business and government agencies so that they can play a role in making college education more accessible to their employees. The program contributed to the development of the center's collaborative model because it occasioned a formalization of the instinctive processes already going on at the center. The Fund for the Improvement of Collegiate Education (FICE) program contributions include resources for evaluation, marketing and recruitment policy development, organizational development, and improvement of the collaborative model, of student services, and of client services. Seven sections are as follows: introduction (mission and background of the center); development of collaborative expertise (visual model: the contract cycle, evolution of collaborative efforts, and lessons learned from collaborations); student survey summary (student survey results); client survey summary (client survey results); impact of FICE on the students, the center, and the college; dissemination activities; and programmatic initiatives and next steps for the center (a sample academic needs report, a form for tracking student activity, a monthly format for reporting center activity, and a history of client activities). The appendixes include a 35-page handbook entitled "Working Together: Colleges with Businesses; Developing Collaborative Relationships." (SM)

ED 310 748 IR 013 946

Crabb, Geoffrey
The Use of Satellites by Education: Licences, Copyright and Contracts.
Council for Educational Technology, London (England).
REPORT NO.- ISBN-0-86184-187-5
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Communications Satellites; *Copyrights; International Trade; *Programing (Broadcast); *Television; *Videotape Recordings
IDENTIFIERS- *Educational Use of Satellites; European Economic Community; *License Agreements; Off the Air Recordings

This pamphlet is intended to answer questions about copyright with respect to the reception and use of satellite transmissions by educational establishments in the United Kingdom. Addressed to those who receive and record satellite transmissions, Part One discusses both license and copyright requirements, including situations in which permission may be needed under copyright law to use recorded broadcast programs; types of licenses that are required to operate receivers; how to obtain these licenses; the copyright implications of satellite reception in various situations; and Britain's treaty obligations to provide copyright protection for materials and performers from other countries. Part Two, directed at those who intend to use satellites to disseminate video material, notes that copyright is traditionally territorial, and that, since a satellite is a transmitter in space, it is not in the territory of any nation and the rights granted cannot be related to the law of any country. The problems created by this situation are then discussed together with the lack of an international copyright law and the interest of the EEC (European Economic Community) in treating broadcasts in the same way as goods and services. The implications for producers of video programs and what they should do are also considered. The pamphlet concludes by stating that, at the time of writing, it was too early to give guidance on either practical or contractual arrangements between educational producers of material and the operators of satellites. A statement on off-air recording for educational purposes which reflects the situation under the 1956 Act is appended. (BBM)

ED 310 789 IR 052 865

Pritchard, Eileen E.; Rockman, Ilene F.

A Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.

PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Comparative Analysis; *Cost Effectiveness; *Indexes; *Information Retrieval; *Online Systems; Search Strategies; User Needs (Information); *User Satisfaction (Information)

The purpose of this study was to improve upon previous research investigations by analyzing the elements of cost effectiveness, precision, recall, citation overlap, and hours searching in a comparison between computerized database searching and manual searching, using the setting of an academic library environment with a diverse group of students as subjects. Students enrolled in Library 301 (computer searching) during four academic quarters in 1985 and 1986 at two California colleges provided the laboratory sample for the data collection (N=64). The students were introduced to three weeks of instruction on the concepts of manual search searching and three weeks on automated search techniques and strategies. The remaining four weeks were spent applying the knowledge to a research project that required using both types of search skills. The results indicated that: (1) contrary to previous studies, in most cases online searching was not a cost-effective method for retrieving data; (2) higher recall occurred online, while higher precision occurred through manual searching; (3) the citation overlap between the two sources was 2.9%; and (4) more time was spent searching manually than online. Areas identified for further research include the relationship between satisfaction and precision (high satisfaction is not synonymous with high precision); the influence of multiple instrumental strategies on search output; and the relationship between the number of relevant items found and the time expended. Data are compiled in seven tables and a 16-item bibliography is provided. (SD)

ED 310 803 JC 890 407

DeLorenzo, Ronald A.
Teaching Mathematics from a Chemist's Viewpoint.
PUB DATE- May 88
NOTE- 14p.; Paper presented at the Annual Mathematics Conference (1st, Clarkston, GA, May 13-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Community Colleges; *Educational Objectives; Higher Education; Logical Thinking; *Mathematics Instruction; Role of Education; Study Habits; *Teaching Styles

This paper describes a chemistry professor's approach to teaching mathematics in the college classroom. Based on the assumption that the four main goals of the educational process in general are to teach students to communicate clearly, study regularly, master basic math skills, and think logically, a description is provided of the manner in which each of these goals is addressed in a calculus course at a community college. To develop students' communication skills, essay questions are included on all 1-hour examinations in the course, and on one-third of the quizzes. For example, a representative question might ask students to write a paragraph explaining how to derive a formula. Additionally, the importance of mastering significant digits and effectively communicating the meaning of those digits is stressed by requiring that even terms used in equations include nouns and verbs. To encourage regular study habits, quizzes are administered daily and count for 30% of the final grade. Basic math skills are developed through the development of both estimation skills and scientific calculator and computer proficiency. The use of calculators and computers is included mostly for future reference, as they are not allowed on exams; thus, students learn to use the devices when needed, yet still master mental estimation skills. Finally, logical skills are taught by including pre- and post-solution questions on examinations. A pre-solution question asks students to determine whether or not a given problem makes sense, or to discover the best strategy to answer the problem; post-solution questions ask what the solution might mean, or if it makes sense. This approach to teaching mathematics addresses both the specific elements of the discipline as well as the concerns of education in general. (JMC)

ED 310 827 JC 890 435

Oregon Office of Community College Services. Profile, 1987-88.
Oregon State Dept. of Education, Salem. Office of Community Coll. Services.

PUB DATE- Oct 89
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; *Educational Finance; Enrollment; Facility Inventory; Full Time Equivalency; *Institutional Characteristics; Profiles; Services; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Oregon Community College System

A profile is provided of the 16 Oregon community colleges and their services for the academic year 1987-88. First, a directory is presented of the address, phone number, and chief administrative officer of each college. The next section focuses on the colleges' students, providing numerous tables on full-time equivalent students (FTE) by program and institution; unduplicated headcount by program; percentage distribution of headcounts and FTE by program; the change in FTE from 1986-87 by institution and program; system-wide headcount by gender, age, county of residence, and racial/ethnic distribution; and public high school graduates in the college districts. Information is then provided on faculty and staff, such as full-/part-time status, gender, salaries, and racial/ethnic distribution. Next, tables are presented on financial data, including general fund operating revenues and expenditures; special fund revenues and expenditures; operating expenditures by program; costs per FTE; property taxes; tuition rates; and financial aid expenditures. Three tables are then provided on the system's facilities, including inventories of the total available area, the total square footage, and optimum stations (total facility required to accommodate one person at a given time). Finally, information is provided on programs and services, including data on libraries; general education development; contracted out-of-district FTE, associated costs, and resources; and developmental education FTE, headcount by age, and headcount by race. Brief glossaries are included at the beginning of each section. (JMC)

ED 310 839 PS 017 789

McFadden, Emily Jean

Leaving Home Again. Instructor Manual.

Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- 88

NOTE- 121p.; Document is part of the curriculum, PUSH for Youth GOALS (Providing Understanding, Support and Help for Youths Going Out and Living Successfully).

GRANT- AHS-009-C-100788/01

AVAILABLE FROM- Institute for the Study of Children and Families, Eastern Michigan University, Ypsilanti, MI 48197 ($15.00, plus shipping).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Foster Children; *Foster Family; *Independent Living; Leaders Guides; *Parent Child Relationship; *Parent Education; Parent Workshops; *Transitional Programs

This manual is one of four modules in the curriculum PUSH For Youths GOALS (Providing Understanding, Support and Help for Youths Going Out And Living Successfully), which was developed for use in training foster parents to be primary teachers of the youths in their homes. This manual is designed to be used in foster parent classes. The module deals with helping the youth prepare for the final stages of leaving. The format is designed to help youths and foster families look at the emotional issues involved in preparing for independence and to develop a specific and positive plan for how the separation will be handled. The manual is divided into five sessions titled: (1) Developmental Challenges of Youths; (2) The Youth's Identity; (3) Adapting to Loss and Change; (4) Communicating about Leaving; (5) The Effect of a Youth on the Family: Handling Transitions. For each session, there is an instructor's guide which provides the information one needs to organize and lead the session. Each instructor's guide starts with a statement of the overall goal for the session and is followed by a series of specific objectives and numbered instructions. Each session contains all the information in the foster parent manual, as well as outlines for answers to discussion questions. (RJC)

ED 310 869 PS 018 275

Current Programme.
Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- May 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Development; Demography; Developing Nations; *Early Childhood Education; *Foundation Programs; Parent Education; Program Descriptions; Social Support Groups; Teacher Education
IDENTIFIERS- Africa; Asia; *Bernard van Leer Foundation (Netherlands); *Child Health; Europe; Western Hemisphere

This document provides brief descriptions of the major projects supported in 1989 by the Bernard van Leer Foundation. A total of 94 projects are covered. Each is described in terms of: (1) the sponsoring institution; (2) the title of the project; (3) the duration of project activities supported by the foundation; and (4) a description of the project, including its setting, the needs to which it responds, its objectives, and its activities. Project profiles are organized by country, and countries are organized by geographic zones, which include Africa, Asia and the Pacific, Europe, and the Western Hemisphere. For each country, a map shows the location of the headquarters of the project or projects. Maps are accompanied by statistical data relevant to early childhood care and education, including data on total population, child population under 5 years, infant mortality rate, under-5 mortality rate, primary school enrollment by sex, and primary school completion rate. (Author/RH)

ED 310 944 SE 050 898

Haggerty, James J.
Spinoff 1985.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Aug 85
NOTE- 133p.; For other volumes, see ED 296 910 and SE 050 899.
Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aviation Technology; *Industrialization; *Science and Society; Science Programs; *Scientific and Technical Information; *Scientific Research; Space Sciences; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) seeks to promote broader and accelerated use of their bank of technical knowledge. This publication is intended to heighten public awareness of the technology available for use and its potential for economic and social benefit to the United States. Section 1 outlines NASA's mainline programs including space operations, aviation technology, space probing, and commerical use of space. Section 2 contains a representative selection of spinoff products and processes and describes the NASA technology from which these transfers were derived. Section 3 details the mechanisms NASA employs to foster technology utilization and stimulate interest among prospective users of the technology. It also contains a brief resume of NASA's efforts in related fields. An appendix to Section 3 lists contact sources for further information about the technology utilization and space commercialization programs. (YP)

ED 310 973 SO 020 205

Crosby, Alfred W.
Columbus and Ecological Imperialism.
PUB DATE- 6 Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Indiana Council for the Social Studies (Muncie, IN, April 6-8, 1989). For related document, see SO 020 206.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); American Indians; *Animals; *Diseases; *Ecological Factors; *Ecology; Environment; Environmental Influences; Land Settlement; *North American History
IDENTIFIERS- *Biological Impact; *Columbus (Christopher); Native Americans; Plants (Botany)

Christopher Columbus crossed the Atlantic in 1492 and opened a period of extensive exchange between the Old and New Worlds. His greatest impact on the New World has been the one to which the least attention has been paid: his biological impact. For millions of years the biotas of the Old and New Worlds developed independently, divergently. The demographic takeover of North America by large numbers of European humans is but a part of the general invasion of that continent by a portable collection of lifeforms that the explorers, colonists, indentured servants, and slaves brought with them, intentionally or unintentionally. Many plants, especially weeds, took root in the New World and flourished, often crowding out the native flora. Very few plants traveled east to Europe and achieved naturalization there. Native Americans domesticated only the dog and the turkey. Domesticated horses, cattle, pigs, goats, sheep, asses, chickens, cats, and more were brought from the Old World. The efficiency and speed with which they altered their new environment made them superior to any machine ever built. Old world pathogens were the Native Americans' worst enemy. Smallpox, measles, chickenpox, influenza, malaria, yellow fever, diptheria, whooping cough, typhoid fever, scarlet fever, amebic dysentery, and other diseases spread in epidemics that decimated the population. The success of these imported biotas is due to the fact that: (1) they were organisms that thrive in environments of disruption; (2) they came from highly competitive ecosystems and so were hardy; (3) they included many small and invasive organisms; and (4) they were mutually supportive. A 6-item bibliography is included. (JB)

ED 310 987 SO 020 225

Waks, Leonard J.; And Others

Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.

Lincoln Univ., Pa.; Pennsylvania State Univ., University Park.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 89

NOTE- 333p.

GRANT- G008610608

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Blacks; Curriculum Development; Curriculum Evaluation; Curriculum Guides; Disadvantaged Youth; Hispanic Americans; *Minority Group Children; Science and Society; *Science Curriculum; *Science Education; Secondary Education; Secondary School Curriculum; *Urban Education

IDENTIFIERS- *Science Technology and Society Courses

From 1986 to 1988 the associates of the Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban Minority Youth Project worked toward establishing guidelines for STS in secondary science. The guidelines, based on study, research, discussions, and a consensus-building process, are presented along with 12 background papers by various authors. Three main ideas emerged in the process of developing these guidelines: (1) it is critical for our society to reverse the pattern of school-related difficulties and failures among members of disadvantaged minority groups; (2) STS as a curriculum emphasis has an important and unique contribution to make to the secondary science education of urban and minority students; (3) in order for STS to make this contribution, it must be shaped to empower the learning of disadvantaged minority youngsters in urban schools, and this situation requires new role relations among teachers and school leaders, learners, and members of the urban minority communities. A formulation of a 1-year course outline for an STS course for urban and minority students is presented, as well as a review of major high school level STS curricula in light of the project guidelines. Also included is a model for infusing STS studies into urban school science curricula. (JB)

ED 311 018 SP 031 449

Wasley, Patricia A.
Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Collegiality; *Decision Making; Elementary Secondary Education; *Leadership; Peer Relationship; *School Involvement; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Participation; *Teacher Role

This paper describes a study done to better understand teacher leadership as it is currently practiced in public schools. The study was an exploratory one, consisting of three case studies of teachers who hold leadership positions within their schools. Each of the teacher leaders played a distinctly different kind of leadership role; worked at a different level in the K-12 system; worked in a different kind of educational setting from rural to suburban, and existed in a uniquely different context. This paper briefly reviews the framing questions of the study (e.g., What is the nature of the lead teacher's work? What are the constraints and supports of their positions? How are teacher leaders selected and evaluated? Next, a summary is presented of the literature on teacher leadership, following which the case study methodology is discussed and the data sources described. A "snapshot" description of each of the cases studied is then provided, the findings are reviewed, and the implications for both rhetoric and real practice are discussed. In general, it was found that these teacher leaders were constrained by their lack of time, by the original conceptions of their roles, and by the egalitarian ethic in teaching. In all cases, administrative support was crucial. Implications for further research are briefly discussed. (JD)

ED 310 649 HE 022 708

Chaffee, Ellen Earle
The Many Faces of Quality. Working Paper Series.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 10 Sep 84
NOTE- 14p.; Paper presented for faculty and staff orientation day for the community colleges of Spokane (Spokane, WA, September 10, 1984).
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Theories; College Environment; *College Role; *Educational Objectives; *Educational Quality; *Higher Education; Industrial Psychology; *Organizational Effectiveness; *Organizational Objectives

An address to faculty and staff considers the question of how quality can be improved at the various levels of a college. The importance of a shared sense of purpose is emphasized. Three goals of postsecondary education are discussed: to produce desirable changes in people; to do so through means that are consistent with social values; and to maintain people's capacity to continue performing their functions in the future. The role of the individual in the organization is discussed in light of theories in organizational behavior. Ten "do's and dont's" for improving quality are presented, including: (1) take responsible action, even if it is not responsive; (2) be sure that essential, basic functions are performed well; and (3) value and enhance the traditions and historic continuities of the organization. Contains 5 references. (KM)

ED 310 678 HE 022 783

Tishler, J. Ward

Health Lifestyle Analysis of Faculty Staff and Employees at the University of Montevallo in 1982 to 1988.

PUB DATE- 11 Nov 88

NOTE- 16p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Behavior; College Faculty; Health Activities; *Health Promotion; Higher Education; Individual Development; Institutional Personnel; *Life Style; Physical Education; Prevention; Preventive Medicine; Professional Development; Values; *Well Being

IDENTIFIERS- University of Montevallo AL

Changes were studied in the health lifestyle of university personnel involved in a program of health promotion and wellness between 1982 and 1988. Data were collected via a survey at the University of Montevallo in Alabama. Questions were asked on personal characteristics (e.g. gender, age, height, and marital status), professional characteristics (position and professional area), dietary habits, exercise, health programs (e.g., blood pressure management and weight control), and health hazards (e.g., seat belt use and knowledge of CPR). Results indicate: as a group, there have been major positive health lifestyle changes (evidenced by decreases in personal and family medical problems and the stressful personality traits of individuals); most do not take any prescribed medicine and feel optimistic about the future; there has been a decrease in alcohol and smoking; and a substantial number wear seatbelts. There were some negative influences. For example, changes were reported for ongoing stressful situations with increases in financial problems and pressures at work. A large percent reported that they had medical problems treated during the past 3 years and that they felt their general health was not as good now as it was in 1982. Overall, the study confirms the assumption that this group has a good knowledge of health practices which can improve lifestyle. Still, results indicate some apathy and loss of interest in the lifelong effort to maintain an optimal healthy lifestyle. Tables are included. Contains 4 references. (SM)

ED 310 706 HE 022 847

Crosson, Patricia
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-113-5
PUB DATE- Nov 85
NOTE- 32p.; Based on 1980 study by Kurt Smith.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Higher Education; Institutional Mission; Organization; Organizational Objectives; *Public Policy; *Public Service; *School Community Relationship; *State Colleges; State Universities

A description of the current status of academic public service in American Association of State Colleges and Universities (AASCU) institutions, focusing on those organizational aspects and policy variables that pertain to colleges having a strong public service emphasis is presented. Information is provided on a study undertaken in 1980 of public service in AASCU institutions. It examined the current status of mission, program, and organization of state colleges and universities with respect to academic public service, organizational differences, and particular organizational adaptations of structure, policy, and procedure to accommodate academic public service. Topics regarding current status include mission and goals for public service, program variables, and organization and rewards for service. Organizational differences associated with public service emphasis are discussed according to model differences, proportional differences, similarities, and strategies for a stronger service organization. Recommendations for enhancing the public service orientation are offered as follows: provide leadership; develop and promulgate a statement on public service policy for the institution; invest in the service mission; reward public service activity; and make an organizational commitment to the service mission. Tables are included. (SM)

ED 310 719 HE 022 886

Godwin, Winfred L.
Reaching the Goal of Readiness for College.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 89
NOTE- 14p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Standards; *Access to Education; *College Bound Students; *College Preparation; Educational Quality; Higher Education; High School Graduates; Remedial Instruction
IDENTIFIERS- *United States (South)

New educational standards and programs designed by the Southern Regional Education Board (SREB) states are expected to help achieve national, and increasingly international, standards in education with the goal of readiness for college. Improving college readiness, or reducing the percentage of entering college students who need remedial work, is a major concern of educators and governmental leaders. Several issues related to preparing students for college and important questions for monitoring progress toward the goal are presented. Estimates of the number of entering college students who need remedial coursework and information on special high school diplomas for college-bound students and high school academic courses required for admission to public colleges and universities in the SREB states are noted. Few states currently have in place state-level information systems that can provide answers to some of the critical questions about students' progress through elementary and secondary school and college. The 20 important questions about getting students ready for college are examined (e.g. percent of students enrolled in college preparatory programs in the high schools, process for periodically assessing the quality of courses offered in the high schools, and how well the students are doing on nationally normed tests of achievement). College preparatory curricula are defined, and suggestions are made for improving the quality of college preparation and monitoring the progress toward the goal. Tables are included. (SM)

ED 310 763 IR 013 966

To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-89-873
PUB DATE- 89
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Cognitive Processes; *Computer Assisted Instruction; Copyrights; *Courseware; *Curriculum Enrichment; Databases; *Educational Innovation; Educational Technology; Educational Television; Equal Education; Evaluation Methods; Humanities Instruction; Reading Instruction; Science Education; State of the Art Reviews; *Technology Transfer; Telecommunications; Writing Instruction

This collection of 23 essays on the applications of technology in education, commissioned by the U.S. Department of Education, is divided into four chapters. The first chapter examines the effect of media on the message to be delivered, and includes essays on classroom use of television, the use of computers to support the learner, and telecommunications in the classroom. The second chapter examines the effect of media on learning, and includes papers on computer instruction and thinking skills, computer development for equity in computer education, and online computer databases in school library media centers for developing skills in information use and critical thinking. Chapter three examines the use of technology to support the disciplines, including science, humanities, reading, and writing instruction. The final chapter focuses on the organizational requirements in schools that choose to use technology, and includes essays on technology introduction, copyright law, and evaluation of a school's technology program.

Each chapter begins with a synthesis of the essays included. Most essays contain references and some contain recommended readings. (GL)

ED 310 776 IR 052 843

Fine, Sara
Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- 1 Dec 79
NOTE- 82p.; For Part II, see ED 226 730.
GRANT- G007702319
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Change; Information Technology; *Library Automation; *Library Personnel; Library Role; *Personality Traits; Public Libraries; *Technological Advancement
IDENTIFIERS- *Librarian Attitudes; *Resistance to Change

This final section of the report of a study on resistance to technological innovation in libraries begins with a summary of findings related to six research questions: (1) Assuming that resistance to technological innovation does exist, can a measure be developed to identify the resistance factor from items which tap the various dimensions of a generalized resistance toward technology? (2) When resistance to technology does exist, what are its related attitudes, beliefs, and reasons? (3) What are the values of technology as seen by librarians? (4) Do librarians differentiate personal and societal values regarding the acceptability of technological innovations? (5) Are personality variables related to resistance to technology? and (6) Is resistance to technology related to work environment and professional self-perception variables? An analysis of the findings, focusing on behavioral implications, is then presented. Four papers by outside reviewers, who were asked to reflect on the findings as they relate to the future of the profession, follow this analysis. (MES)

ED 310 815 JC 890 422

Stropes, Stephen L.; Neeley, Charlotte Ann
Faculty Use of Interactive Media Technology.
Columbia State Community Coll., TN. Center of Emphasis.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Cooperation; Educational Equipment; *Interactive Video; *Material Development; Program Descriptions; *Teacher Participation; Two Year Colleges

In 1986, Columbia State Community College (CSCC) initiated the Center of Emphasis to develop interactive video and computer-assisted instruction programs for students. This charge included stimulating faculty interest in developing such programs and providing technical assistance in their production. Initially, center staff contacted faculty personally and used an interactive video tape on anatomy and physiology to make faculty aware of the technology. In addition, various incentives have been offered to faculty to encourage them to develop interactive video programs, including the assistance of center staff in the performance of the most time-consuming aspects of development, as well as the option to develop media programs to satisfy instructional improvement requirements. The center also provides faculty with the technical knowledge, guidance and assistance needed in the various stages of production. During the pre-production stage, center staff work with the faculty to create the video's objective, develop a script and storyboard, and record the audio portion of the video, which includes the interactive questions and the narration. When pre-production is completed, production of the storyboard begins, including the orchestration and filming of all live segments, still shots, modeling, and demonstrations. Finally, the post-production stage begins, as the video segments are edited and synchronized with the audio portion to ensure that there are smooth transitions between each visual image and the recorded script. After test runs, the interactive video is placed in the center laboratory for use and evaluation by student learners. From the conception of a topic to the delivery of a program to students, teamwork between the Center of Emphasis staff and the faculty is necessary to create a quality presentation. (VVC)

ED 310 854 PS 018 216

Haltiwanger, Jane
Behavioral Referents of Presented Self-Esteem in Young Children.
PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Definitions; Intelligence; Interpersonal Competence; *Preschool Children; Preschool Education; Q Methodology; Rating Scales; *Self Esteem; *Student Behavior; *Test Construction

In two studies which were designed to identify behavioral manifestations of self-esteem, experienced teachers were asked to perform a criterion sort of an 84-item behavioral Q-set, with high and low self-esteem as the criteria. Aims included: (1) identification of classroom behaviors of preschool children associated with self-esteem; (2) application of common referents to the development of a behavioral rating measure; and (3) identification of defining features of presented self-esteem and of its ability to discriminate self-esteem and related personality constructs. Results provided evidence of a high level of agreement about common referents to the term "self-esteem." Items selected as criteria for presented self-esteem were analyzed for conceptual groups, and several dimensions were identified. Referents to self-esteem in preschoolers were unlike those for older subjects. Confidence was a central theme, but competence was not. Findings also suggested that high and low self-esteem were not simple opposites. High self-esteem was associated with confident approach, and the behavior was associated with secure attachment. In contrast, low self-esteem was associated with negative social interactions. Findings led to the development of a behavior rating scale for use in indexing presented self-esteem. (RH)

ED 310 885 PS 018 328

French, Judy
A Historical Study of Children's Heroes and Fantasy Play.
Boise State Univ., Idaho. School of Education.
PUB DATE- Jun 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Adults; Childrens Television; Comparative Analysis; *History; *Mass Media Effects; Models; Preschool Education; *Pretend Play; Surveys; *Television Viewing
IDENTIFIERS- *Superheroes

Is the superhero that preschool children emulate and drametize in their play qualitatively different from the heroes of children in the past? To answer this question, data were gathered (1) from a historical review of the literature on children's play and their heroes and (2) from a survey questionnaire completed by 100 subjects stratified to represent distinct periods in time. Study results indicated: (1) significantly more heroic adventure play in early childhood as reported by post-TV age groups; (2) significantly more fantasy heroes as favorite characters from this same age group; and (3) that friends, siblings, and parents' occupations dropped as key sources for fantasy heroes as the media, including television, rose as a primary source of information about favorite heroes. Before TV, preschool children engaged in dramatic roles patterned after those adults they were close to and wished to model. Most often, these models were family members and other "real" people of the community, such as teachers, store clerks, firemen, and nurses. In middle childhood, after about 8 years of age, children moved from modeling known, predictable people to playing out adventure themes with more distant, fantasy characters, such as cowboys, army personnel, cops, and robbers. Descriptive statistics provide additional information on types of play, favorite characters, and salient qualities of heroes from the sample population. (RH)

ED 310 959 SO 020 178

Rhine, Sherrie L. W.; Parker, Darrell F.
The Difference in 'Thinking' among Students Who Like Economics.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Background; *Course Selection (Students); Data Analysis; Economics; *Economics Education; Secondary Education; Socioeconomic Influences; *Student Motivation

Economists use nonrandom sampling and self-selectivity models to analyze a variety of issues. Individuals are not homogeneous and self-select into those alternatives where they have a comparative advantage. Examples where self-selection models have been applied include analyzing schooling, labor supply, and career choices. A student's predisposition toward economics can be measured based on the following factors: (1) prior exposure to economics; (2) motivation to study the subject; (3) existing level of economic sophistication; (4) grade level; and (5) poverty, gender, race, and region. Although motivation is the most significant variable, students who have previously taken an economics class are less likely to have a preference toward economics. Many of the socioeconomic and personal attributes do not significantly influence the students' pre-existing preference for economics. Data are supplied by the National Center for Research and Evaluation in Economic Education (Lincoln, Nebraska), taken from the National Database for Economic Education Research: 1986 Matched Pre/Post Senior High School Data. (PPB)

ED 311 036 SP 031 503

Potter, Diane L.; Brockmeyer, Gretchen A.
Teaching Softball. Steps to Success.
REPORT NO.- ISBN-0-88011-359-6
PUB DATE- 89

NOTE- 239p.; For companion learners' guide, see SP 031 504.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Individualized Instruction; Lifetime Sports; Psychomotor Skills; Recreational Activities; *Skill Development; *Softball; *Teaching Methods

This handbook was written for the instructor of softball. It is a comprehensive guide for individualizing and improving instruction. Essential instructional resources are provided, including: (1) management and safety guidelines; (2) warm-up and cool-down exercises; (3) specification of equipment needs; (4) rating charts for identifying students' initial skill levels; (5) drill modifications to fit various skill levels; (6) teaching cues to maximize learning; (7) suggestions for identifying and correcting common errors; (8) quantitative evaluation for all drills; and (9) a complete test bank of written questions. (JD)

ED 310 735 IR 013 928

Soled, Suzanne Wegener; And Others
The Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning.
PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attitude Change; Attitude Measures; *Computer Assisted Instruction; Higher Education; Instructional Design; *Interactive Video; *Intermode Differences; Lecture Method; Multivariate Analysis; Nursing Education; Pretests Posttests; Semantic Differential; Undergraduate Students
IDENTIFIERS- Attitude Toward CAI Semantic Differential Tool

The purpose of this experimental study was to determine the effects of interactive video versus traditional lecture on cognitive learning and affective behaviors of undergraduate nursing students. It was hypothesized that there would be no significant differences in the cognitive achievement scores of students taught by an interactive videodisk program as compared to those of students taught by a traditional lecture method, but that statistically significant differences would be obtained between the two groups of students in their attitude toward learning. Eighty-three third-year nursing students at a major urban university were the subjects for the study. The topic of health assessment of the patient with diabetes was taught during one week of a nursing course. Students in the control group attended traditional lectures and those in the experimental group learned about the same topic using an interactive videodisk. Both groups read the same readings. A pretest posttest design was used, and control and experimental groups were compared on each of two dependent variables--cognitive achievement and attitude toward learning. The achievement measure was based on content and objectives of the learning unit and selection of test items was made by experienced nursing faculty. Attitude was measured using the Attitude Toward CAI (Computer-Assisted Instruction) Semantic Differential Tool. Both hypotheses were confirmed. While no significant differences in cognitive achievement between the two groups was found, a statistically significant difference between the two groups on their attitude toward learning was found, reflecting research indicating that students respond favorably to interactive video technology. (GL)

ED 310 898 RC 017 120

Arnow, Pat, Ed.; Chiltoskey, Mary, Ed.
Cherokees.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
PUB DATE- 86
NOTE- 33p.; Photographs may not reproduce well.
AVAILABLE FROM- CASS/ESTU Foundation, Center for Appalachian Studies and Services, Institute for Appalachian Affairs, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002 (subscription--$7.50 for individuals and $10.00 for institutions; single copies $2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Literature; Cultural Background; Cultural Education; Ethnic Groups; Interviews; Poetry; Rural American Indians; Rural Areas; Short Stories
IDENTIFIERS- Appalachia; Appalachian Literature; *Appalachian People; *Cherokee (Tribe); Rural Culture

This issue of "Now and Then" focuses on Cherokee Indians in Appalachia. It includes poetry, articles, fiction, book reviews, and photos. Articles include "The Story of My Life as Far Back as I Remember" by Aggie Ross Lossiah and edited by Joan Greene; "Goingback Chiltoskey, Master Carver," by Joan Greene; "Daughter of Tahlequah," a profile of storyteller Gayle Ross by Jill Oxendine; "Maggie Axe Wachacha: Beloved Woman of the Cherokees," by Patricia A. Swan; "Saving the Then for Now," by Pat Arnow; "Cherokee Eden (with Asides): An Alternative to the Apple," by Marilou Awiakta; "Marilou Awiakta: Eye of the Deer," by Parks Lanier; and "Fears and Challenges," by Robert Youngdeer. Short stories include "Brownies: A Cherokee Legend," by Ruth Ledford; and "The Tsali Legend," by John Parris. (TES)

ED 310 912 SE 050 730

Ford, Margaret I.
Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculators; *Elementary School Mathematics; Grade 5; Intermediate Grades; *Mathematical Applications; Mathematics Achievement; Mathematics Instruction; Mathematics Skills; *Mathematics Teachers; Misconceptions; *Problem Solving; Student Attitudes; Teacher Attitudes

The purpose of this study was to discover what teachers believe about problem solving in mathematics and to what extent their beliefs are reflected in the beliefs of students. Ten 5th-grade teachers in a large rural school district volunteered to participate. Each teacher identified one student perceived as successful and one perceived as unsuccessful in problem solving in mathematics. Interviews were conducted with teachers and their students. Interview questions were designed to elicit beliefs about the nature of mathematical problem solving, attributions about the causes of students' performance in problem solving, and beliefs about the teaching and learning of problem solving in mathematics. Major conclusions were: (1) students and teachers believe that problem solving is primarily an application of computational skills; (2) students and teachers reported that their judgments about successful problem solving were based on right answers; (3) students' and teachers' attributions about the causes of success and failure affect learning in problem solving; (4) teachers focused on right answers and strongly discouraged the use of calculators for problem solving; and (5) teachers tended to overestimate students' ability to do problems involving computation and underestimate students' ability to do reasoning problems. (YP)

ED 310 928 SE 050 866

Johnson, Dorothy C.; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-06-6006-3; ISBN-1-55839-006-5
PUB DATE- 89
NOTE- 196p.; For Teachers Manual Level 6, see ED 297 986.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; Grade 6; *Intermediate Grades; Mathematical Enrichment; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Materials; Mathematics Skills; Worksheets
IDENTIFIERS- New York City Board of Education

This document is the answer key for level 6 of the teacher-developed experimental mathematics curriculum for New York City schools. Approximately 250 performance objectives are listed, with reference to the appropriate worksheet(s) for each. The answers are typed in the appropriate space on each sheet. (YP)

ED 310 945 SE 050 899

Haggerty, James J.
Spinoff 1986.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Aug 86
NOTE- 132p.; For other volumes, see ED 296 910 and SE 050 898. Colored photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aviation Technology; *Industrialization; *Science and Society; Science Programs; *Scientific and Technical Information; *Scientific Research; Space Sciences; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) seeks to broaden and accelerate use of their technical knowledge. This publication is intended to heighten public awareness of the technology available for use and its potential for economic and social benefit to the United States. Section 1 outlines NASA's mainline efforts that generate new technology, including aviation technology, space technology, the space station, and commerical uses of space. Section 2 contains a representative sampling of spinoff products and processes that resulted from technology utilization, or secondary application, including the area of public safety, health, transportation, energy, consumerism, environment, manufacturing technology, and agriculture. Section 3 describes the various mechanisms NASA employs to stimulate technology utilization and lists, in an appendix, contact sources for further information about the Technology Utilization Program. (YP)

ED 311 003 SP 030 936

Munroe, Mary Jeanne

BLOCK Successful Alternative Format Addressing Learner Needs.

PUB DATE- Feb 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Flexible Scheduling; Grade 10; Grade 11; *High Risk Students; High Schools; *Program Development; *Program Evaluation; *Student Needs; *Time Blocks
IDENTIFIERS- Block Schedule Program

A description is given of the development and implementation of the BLOCK Schedule Program, which provides an alternative format to the traditional high school schedule and has a time frame similar to that of a summer school schedule. The target population was high risk students at the sophomore and junior levels. Students attend BLOCK classes for 3 hours a day and complete a semester course in four and one-half weeks. They earn a semester credit with that course and move on to another block subject for the next four and one-half week unit. The courses taught in the first semester included blocks in English, algebra, biology, and physical-health education. This report describes specific program features and the results from the first year of operation. (JD)

ED 310 790 IR 052 866

Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- LP-89-708
PUB DATE- Mar 89
NOTE- 76p.; For the 1987 report, see ED 297 766.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; Computer Assisted Instruction; *Federal Aid; Financial Support; *Grants; Library Collection Development; *Library Services; *Literacy Education; Program Descriptions; *Public Libraries; State Libraries; Training; Tutors
IDENTIFIERS- *Library Services and Construction Act

The Library Literacy Program, Title VI of the Library Services and Construction Act, is the largest federal library program under which state and local public libraries can apply directly to the U.S. Department of Education to compete for literacy grant awards. State public libraries may use the grant funds to coordinate and plan library literacy programs and arrange for training of librarians and volunteers to carry out the programs. Local public libraries may use the funds to promote the use of voluntary service of individuals, agencies, and organizations in providing literacy programs and to acquire library materials, use library facilities, and train volunteers. In fiscal year (FY) 1988, 224 grants totaling over $4.7 million were awarded; grants ranged in size from $1,000 to $25,000, and averaged $21,370. This report examines and analyzes the types of projects funded in FY 1988. Section 1 discusses probable trends and major directions taking place in the Title VI projects; Sections 2 through 11 discuss and give examples of common elements that characterize the projects. Three appendixes, which make up a large part of the report, provide (1) a list of the types of activities undertaken in individual FY 1988 projects together with a code for each activity; (2) a list of projects by state and library which gives for each project the name and number of the library director, the telephone number, amount of funding, and codes for the activities engaged in; and (3) a statistical report and analysis of the program, which includes descriptions of the activities listed in the first appendix. (SD)

ED 310 804 JC 890 408

Bartzak-Graham, Susan

Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.

Roxbury Community School, Boston, Mass.
PUB DATE- Jul 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); College Graduates; *College Transfer Students; Community Colleges; Educational Counseling; Educational Mobility; Program Descriptions; Tables (Data); *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Roxbury Community College MA

A discussion is provided of transfer activities at Roxbury Community College (RCC) for the period from July 1, 1987 to June 30, 1989. First, an overview is given of major activities and statistical data for the 2-year period. During the 1987-88 academic year, 904 students expressed an interest in transferring; 41% of those students were "transient" students, or students who had completed less than 12 credits. Information is also provided on RCC students who participated in articulation programs with local colleges, including 13 students in a joint RCC/Wentworth College program and 15 in a University of Massachusetts, Boston nursing program. Next, a description is given of changes that took place in the Transfer Opportunity Program, including a shift in focus from all students transferring credits to only students graduating from RCC. Finally, recommendations for improving the transfer process are provided, including the importance of making counseling services available to every student from the first semester on, and the need to reevaluate the criteria used to measure graduate success rates. The bulk of the report consists of 12 appendixes which provide detailed complementary information on such topics as: (1) the type and location of the institutions applied to by transfer students; (2) the numbers of transfer applications received by local institutions; (3) the numbers of transfers by major from 1985 to 1989; (4) lists of participants in RCC's College Transfer Days for 1987 to 1989; (5) a copy of RCC's general guide to transfer, "Planning for Your Education"; and (6) outcomes by major for graduates from the 1985-1988 classes. (JMC)

ED 310 828 JC 890 436

Ulisse, Peter
Writing Across the Curriculum.
Housatonic Community Coll., Stratford, CT.
PUB DATE- Sep 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Classroom Techniques; Communication Skills; Community Colleges; Models; Program Descriptions; Program Evaluation; *Program Implementation; *Teaching Methods; Two Year Colleges; *Writing Across the Curriculum; Writing Skills

Designed to provide information to administrators at Housatonic Community College, Connecticut (HCC) on the status of writing-across-the-curriculum (WAC) programs, this report presents an overview of WAC, strategies for its implementation, and examples of WAC programs currently in existence. Introductory sections present a brief history of and a rationale for WAC, indicating that it emphasizes the process of writing as a valuable tool for learning in any discipline, and that it stresses the organizational skills and course content learned through the writing process over grammar and syntax. Next, general suggestions are put forth for teaching WAC courses, such as using traditional formal papers, essay exams, written homework, and journals or class commentaries, as well as the need for instructors to make their assignments as specific as possible and tie them closely to course objectives. Specific techniques are presented for science, math, business, social science, and non-English humanities courses. Then, 12 examples from an informal study of WAC programs at 80 colleges and universities are described, indicating that all the programs have initiated courses across a broad spectrum of disciplines and all have proved beneficial to both students and faculty. After listing 10 steps for evaluating WAC programs, the paper discusses methods to implement a program, including the use of faculty workshops, writing consultants, a college-wide writing committee, or writing labs for all students. Finally, recommendations are provided for the success of the WAC program at HCC, including the use of the Center for Educational Services as a core for the program, the establishment of a college-wide writing committee if necessary, and the appointment of a director to coordinate the program. Appendixes (the bulk of the document) include sample writing assignments, course syllabi, and a 176-item bibliography. (VVC)

ED 310 870 PS 018 276

Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Oct 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Development; *Developing Nations; *Foundation Programs; *Parent Education; Program Descriptions; Social Support Groups; *Teacher Education
IDENTIFIERS- Africa; Asia; Bernard van Leer Foundation (Netherlands); *Child Health; Europe; Program Review; Western Hemisphere

This report on the Bernard van Leer Foundation's early childhood grant program of 1986-1987 is organized by geographic region. Regional sections cover Africa, Asia and the Pacific, Europe, and the Western Hemisphere. Each regional section contains an introduction, a table of major projects being supported in the region, and feature articles on specific projects that illustrate the work being undertaken. Special reports concern Mozambique, Singapore, Italy, Ireland, Colombia, and Trinidad and Tobago. A total of 116 major projects are listed in tables of projects. The tables, which are supplemented by maps, identify each project by title and the name of the sponsor, and provide data on date initiated, duration, and amount of funds (in Dutch Guilders) committed to the project as of December, 1987, and during 1986-1987. The four regional sections are followed by information about the activities of the foundation's as of December international Network for projects, including a selection of network events which took place during 1986-1987. The report also describes publications and media projects that have been produced by the foundation and projects that it supports. A financial report completes the review of 1986-1987. (RH)

ED 310 974 SO 020 206

Nader, Helen
Christopher Columbus: The Hero and the Historians.
PUB DATE- Apr 89
NOTE- 22p.; For related document, see SO 020 205.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Biographies; Chronicles; *Economic Change; *North American History; Primary Sources; Resource Materials; *Social Change; *Social History; Western Civilization
IDENTIFIERS- *Columbus (Christopher)

Social historians are taught that historical changes are caused by large social and economic forces, rather than great individuals; and so they study groups of people, broad economic movements, and underlying institutional structures that change slowly over time. But the general public demands information about the individual person told through historical narrative. Through this method, historians can still raise important and stimulating questions of broad significance. By studying Christopher Columbus as an individual, one can better understand how the United States evolved from the encounter between the Old World and the New and the great social and economic changes that this encounter began. Accurate translations of the documents that were written at the time of the Columbian voyages have not been widely available heretofore, but are presented here in condensed form so that teachers can use the information when interpreting the past to students. If having access to these documents in reliable editions and translations changes the way Columbus is seen as a hero and makes possible new interpretations, then the historical consequences of his enterprise can become a new adventure of discovery. Columbus's youth and early career as a wool entrepreneur are discussed. He traveled in and beyond the Mediterranean and eventually he became an agent of the Spanish monarchy. A discussion of the "Book of Privileges," a collection of royal documents relating to his contracts and negotiations with the monarchy and selected by Columbus himself, is presented at length. A list of seven recommended books written in English and a genealogy of Columbus conclude the document. (JB)

ED 311 019 SP 031 451

Mann, George
A Model for Implementing a Knowledge-Based Curriculum in Teacher Education.
PUB DATE- Mar 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Course Objectives; *Curriculum Design; Higher Education; *Program Development; *Teacher Education Curriculum; Teaching Skills
IDENTIFIERS- *Knowledge Based Curriculum

Current National Council for Accreditation of Teacher Education (NCATE) standards for schools of education focus upon the inclusion of broad knowledge bases that are developed from sound theories and scholarly inquiry. By mandating that each accredited unit develop a teacher education program founded upon broad knowledge bases, NCATE is effectively requiring some teacher education programs to alter current curricula and practices. The operational definition of "knowledge base" which forms the basis for this paper is drawn from Valli and Tom (1989): "the entire repertoire of skills, information, attitudes, etc., that teachers need to carry out their classroom responsibilities." Use of the model presented here is designed to insure a professional education program that is coherent from program philosophy through program evaluation. The model provides for faculty collaboration in the content and design of the curriculum. The use of the model will provide a systematic and orderly process to develop a defensible knowledge-based curriculum in professional education. (JD)

ED 311 037 SP 031 504

Potter, Diane L.; Brockmeyer, Gretchen A.
Softball. Steps to Success.
REPORT NO.- ISBN-0-88011-358-8
PUB DATE- 89
NOTE- 216p.; For companion teaching guide, see SP 031 503.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Independent Study; Lifetime Sports; *Physical Education; Psychomotor Skills; Recreational Activities; *Skill Development; *Softball

This book is designed to provide a progression of skill-development practices for individuals who wish to improve softball skills. The focus of the book is on the slow pitch game because that is the one most often used in physical education classes and recreational settings. Each chapter: (1) explains why the concept or skill is important; (2) identifies the keys to correct techniques; (3) helps correct common errors; (4) explains how to practice each skill in a realistic way; (5) lists specific performance goals for each drill; (6) provides a summary checklist for evaluating proper techniques; and (7) allows the student to proceed at a personal pace. (JD)

Chaffee, Ellen Earle
The Link between Planning and Budgeting. NCHEMS Monograph 1.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 81
NOTE- 29p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Problems; *Budgeting; *College Administration; *College Planning; Decision Making; *Educational Finance; Higher Education; Models; Program Budgeting
IDENTIFIERS- *Microeconomics

Administrators in higher education feel mounting pressure to link planning and budgeting as resources become more scarce and environments more uncertain. Instead of turning to theoretically prescribed planning/budgeting systems as solutions, microeconomics provides a means of thinking about individual consumption that helps shed light on the nature of the institution's financial problems. It illustrates the complexity of the problem and the inadequacies of prescriptive systems. It also suggests four characteristics of an optimal system that links planning and budgeting: (1) estimating change in income and prices, reducing uncertainty as much as possible; (2) allowing for disproportionate budget shifts; (3) monitoring and reflecting changes in preferences; and (4) managing conflicting political pressure. If the decisionmaking process for linking plans with budgets is to be successful, it must: encourage frequent communication between planners and decisionmakers; ensure that similar or related decisions are made simultaneously rather than sequentially; and monitor important changes relating to income, cost, and preference, as well as calling attention to these changes so that they receive special notice. A brief description of an organization's use of the optimal systems is provided. Contains 2 references. (Author/KM)

ED 310 692 HE 022 797

Scott, Robert A.
Beyond the Ivory Tower: College and University Partnerships with Business.
PUB DATE- 3 Jun 89
NOTE- 15p.; Paper presented at a Conference sponsored by Universita Degli Studi Di Roma and the American Association of State Colleges and Universities (Rome, Italy, June 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Faculty College Relationship; Higher Education; Institutional Mission; Public Service; *School Business Relationship; Social Influences; *Teacher Role
IDENTIFIERS- Partnerships in Education

Concern about the role of university faculty in society is universal in both place and time. Just as the degree of emphasis in a university's mission and a faculty's activity can vary by place and time, so also can the resulting role of individual faculty members vary. Changes in these activities are discussed, noting that these changes concern the role of individual faculty members in relation to society at large, the role of the institution as an institution in relation to other social institutions and organizations, and the role of individual faculty members in support of the institutional mission to serve society. Topics of discussion are as follows: the role of faculty in fulfilling the institutional mission for service; patron, client, and partner in the context of corporate-college relations; metaphors for collegiate contributions to corporate development; and reasons for caution. It is important to consider the dynamic tensions that develop on campus in response to society's needs for educational services. Such concerns lead to questions about the role of faculty in support of institutional mission as well as the role of the university in contemporary society. Attached is a 1985 paper entitled "Comments on the Evolution and Integration of Coordinating Board Functions: Invited Critique of Current Research, Association for the Study of Higher Education Panel on Statewide Coordination of Higher Education, Chicago." (SM)

ED 310 749 IR 013 948

Biden, Joseph R.

The Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Report-100-599
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Confidential Records; *Disclosure; Federal Legislation; *Privacy; Public Policy; *Videotape Recordings
IDENTIFIERS- *Video Privacy Protection Act 1988

The purpose of this proposed bill from the Judiciary Committee to the second session of the hundredth Congress is to preserve personal privacy with respect to the rental, purchase, or delivery of videotapes or similar audiovisual materials. The Video Privacy Protection Act prohibits videotape service providers from disclosing personally identifiable information except in narrow and clearly defined circumstances. The act allows consumers to maintain control over personal information divulged and generated in exchange for receiving services from videotape service providers and reflects the central principle of the Privacy Act of 1974: that information collected for one purpose may not be used for a different purpose without the individual's consent. This report on the bill submitted to the Committee on the Judiciary includes (1) a description of the purpose of the bill and its legislative history; (2) a summary of the discussion by the Subcommittee on Technology and the Law; (3) a summary of the vote of the committee; (4) the text and a section-by-section analysis of the bill (S.2361); (5) a cost estimate for its enactment; (6) a regulatory impact statement; and (7) an outline of changes in existing law resulting from passage of the bill. (GL)

ED 310 840 PS 017 790

Weston, Mark
Home Schooling: A Primer for State Legislators.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-242-8
PUB DATE- Jan 88
NOTE- 8p.

AVAILABLE FROM- National Conference of State Legislatures, Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Accountability; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Family School Relationship; *Home Schooling; *Sociocultural Patterns; Standards; *State Legislation

This primer for state legislators discusses reasons for the current increase in home schooling and describes legislative actions regulating home schooling. In regards to guidelines for making workable laws regarding home schooling, attention is given to: (1) requiring communication between parent and school; (2) establishing minimum standards for home schools; (3) establishing accountability procedures and mechanisms for evaluating a student's progress; and (4) imposing sanctions on home schools that fail to comply with the home schooling laws. Some additional provisions are specified. Instances of state legislation that illustrate the guidelines are described. (RH)

ED 310 855 PS 018 229

Su, Hui Fang Huang

Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.

PUB DATE- 89
NOTE- 78p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Blacks; Check Lists; *Class Activities; Enrichment; Gifted; Grade 4; *Hispanic Americans; Intermediate Grades; *Low Income Groups; Minority Groups; *Parent Participation; Questionnaires; *Volunteers; Workshops

A fourth-grade teacher, who was employed to provide a special enrichment program to minority children with above-average academic abilities, designed a practicum to increase parent involvement in her classroom. A parent volunteer questionnaire and an activities survey form were developed to determine the level and nature of parent interest. A parent translator provided information about school events to non-English-speaking parents, and encouraged parents to speak in the classroom. Special incentives were used to increase parent participation. Seminars were planned to update program information, and workshops were conducted to advise and guide parents. In addition, parent-teacher conferences were conducted to inform parents and enlist cooperation. Results suggested that the level of parent involvement was increased by: (1) persuading parents to attempt an activity; (2) finding the right activity for parents; (3) using parents in such roles as translator and caller; (4) providing classroom incentives for children who helped to enlist parent volunteers; (5) involving all children in activities; (6) using community resources; (7) holding positive parent-teacher conferences; (8) maintaining nonbiased opinions about parents; and (9) making sure that parents felt needed. Program evaluation data indicated that the intervention had positive results. (RH)

ED 310 960 SO 020 179

Jabbour, Alan, Ed.; Hardin, James, Ed.
Folklife Annual, 1986.
Library of Congress, Washington, D.C. American Folklife Center.
REPORT NO.- ISBN-0-8444-0514-0
PUB DATE- 87
NOTE- 178p.; For the 1987 edition, see SO 020 180.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Cultural Education; *Dance; Ethnic Groups; Ethnography; *Folk Culture; Foreign Countries; Foreign Culture; *Legends; Mythology; Photographs
IDENTIFIERS- Breakdancing; Finland; Finnish Americans; Peru; West Indies

Folklife is the study of tradition, of what carries forward through time, providing continuity and identity with a place or an activity. This collection of articles is intended to provide a forum for the discussion of theories and procedures of folklife study and to demonstrate both the variety of folklife communities and the unexpected similarities displayed by seemingly disparate groups or situations. "Breakdancing" (S. Banes) traces the phenomenon of breakdancing from its origins on the streets of New York City in the early 1980s where it served as a nonviolent form of competition between gangs, or "crews," of youngsters through its transformation into a theatrical event. "Among the Qeros" (J. Cohen) details the return visit of a filmmaker to a remote region in the Andes of Peru and the changes he found there after only six months. "'Bleows'": The Whaling Complex in Bequia" (H. P. Beck) describes 19th century whaling customs still practiced on the island of Bequia in the Lesser Antilles. "The Kalevala: 150 Years, 1835-1985" (E. Brodunas) introduces this Finnish folk epic. "The Kalevala Process" (L. Honko) discusses the history of the epic, and "Partial Repentance of a Critic: The Kalavala, Politics, and the United States" (W. A. Wilson) is a critic's reassessment of The Kalevala. "Immigrant to Ethnic" (Y. H. Lockwood) has to do with the symbols of identity among Finnish Americans. "Minnesota Logging Camp, September 1937" (R. Lee) is a photographic essay. "Via Dolorosa" (A. Asplund) is the life story of a Finnish immigrant to the United States, and "Symposium on the Life Story" (E. D. Ives, et al.) provides commentary on the preceding article. Many black and white and color photographs are included. (JB)

ED 310 988 SO 020 226

Brown, Evan L.
A History of Psychology.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behaviorism; Bias; *Experimental Psychology; *Historiography; History; *Psychologists; *Psychology
IDENTIFIERS- Boring (Edwin); Empiricism; Functionalism; Rationalism; Structuralism

Any study of the history of psychology must first determine what is to be considered psychology, whether to stick to the relatively continuous Western tradition or to include others (e.g., Eastern, Oriental), and whether to investigate the impact of the socio-cultural events of the time on the views of that period or consider those views in a vacuum. The dominate text in the field, Boring's "A History of Experimental Psychology," tends to focus on events leading to the introduction of the experimental method and on the events leading to the development of Boring's teacher's views. Other histories also tend to be internal histories and do not venture far into other disciplines or pre-18th century viewpoints on the mind and mental activity. Western psychology can be divided into three main phases. Phase 1 starts with Aristotle, runs through the 16th century, and is dominated by Aristotle and reactions to his writings--what could be termed theoretical psychology. Phase 2 covers the 17th century through the late 18th century. This period of mental philosophy is typified by debate between the rationalists and the empiricists, which is reflected in our time by the debate over innate versus learned behavior and thought. Phase 3 is the result of the introduction of the experimental into the study of the subject matter of phase 2, which led to structuralism, functionalism, and behaviorism. A chart showing the relationship among areas of psychology with time periods, and areas of psychology with schools of psychology is included. (PPB)

ED 310 665 HE 022 766

Simerly, Robert G.; And Others
Handbook of Marketing for Continuing Education.
REPORT NO.- ISBN-1-55542-142-3
PUB DATE- 89
NOTE- 543p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($49.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Advertising; *College Planning; *Continuing Education; Higher Education; *Marketing; Professional Continuing Education; *Program Development; Public Relations

This comprehensive guide to effectively marketing continuing education programs and courses consists of the following chapters: (1) "The Strategic Role of Marketing for Organizational Success" (Robert G. Simerly); (2) "Integrating Marketing into Strategic Planning" (Simerly); (3) "Learning More about Your Market: Sources and Uses of Data" (Dennis L. Tarr); (4) "How to Develop an Integrated Marketing and Advertising Plan" (Kenneth S. Foster); (5) "A Sample Marketing and Advertising Plan" (Foster); (6) "Planning Programs to Enhance Institutional Image" (Donald E. Hanna); (7) "Choosing the Best Locations for Continuing Education Programs" (Carolyn R. Carson); (8) "Making Customers and Quality Service a Priority" (Craig D. Wiedemann); (9) "Determining an Effective Marketing Mix" (Judith K. Riggs); (10) "Increasing the Success of Direct-Mail Marketing" (Ralph D. Elliott); (11) "How to Design and Lay Out Successful Brochures and Catalogues" (Judith A. Markoe); (12) "Writing Effective Brochure Copy" (Simerly); (13) "How to Find and Select Mailing Lists That Get Results" (Francis E. Andrew); (14) "Setting Up a Production Schedule and Checklist for Direct-Mail Marketing" (Simerly); (15) "Developing an Overall Public Relations Plan and Budget" (Dawn Marie Patterson); (16) "How to Attract Radio, Television, Newspaper, and Magazine Publicity" (Jerry W. Gilley); (17) "Developing Ongoing Relationships in the Community" (Mary Lindenstein Walshok); (18) "Tracking the Results of Public Relations Efforts" (Joann Condino); (19) "Developing an Overall Advertising Plan and Budget" (Katherine Livingston Allen); (20) "How to Design and Lay Out Newspaper and Magazine Ads" (Deanna M. Maneker); (21) "Writing Effective Advertising Copy: Eight Principles for Success" (Simerly); (22) "How to Work with an Advertising Agency" (Chuck Buck); (23) "Tracking the Results of Advertising" (Maris A. St. Cyr); (24) "How Every Staff Person Can Be a Salesperson" (Carol D. Holden); (25) "Successful Telemarketing Techniques for Continuing Education" (B. Ray Holland); (26) "Exhibiting at Conferences, Conventions and Trade Shows" (Susan Coats); (27) "Involving Clients in the Development and Marketing of Programs" (Richard B. Fischer); (28) "How to Organize and Staff the Marketing Office" (Dennis P. Prisk); (29) "Budgeting for Marketing Activities and Staff Costs" (Prisk); (30) "Gaining Institutional Support for Marketing" (Doe Hentschel); (31) "Keeping Abreast of Market Changes" (Edward G. Simpson, Jr.); (32) "Seventy-Five Tips for Avoiding Common Marketing Mistakes" (Simerly); and (33) "A Ten-Step Process to Ensure Success in Marketing" (Simerly). Resources, references and an index are appended. (KM)

ED 310 679 HE 022 784

Stanton, Timothy K.

Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.

PUB DATE- 15 Oct 87

NOTE- 24p.; Presented at the Annual Conference of the National Society for Internships and Experiential Education (16th Smugglers' Notch, VT, October 15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; *Citizenship Responsibility; *College Curriculum; College Students; Educational Change; *Experiential Learning; General Education; Higher Education; *Liberal Arts; *Public Service; Student Development; *Undergraduate Study

Movements calling for reform in undergraduate education and the initiative for civic responsibility are traced, demonstrating that they have mutual concerns and self-interests. Though largely separate from and unknown to each other, their complementarity provides the basis for joint action. By integrating efforts to increase student involvement in public service with liberal arts curricular reforms which promote active learning and critical thinking, it may be possible to establish a model of undergraduate education that promotes the development of responsible and intelligent citizens. Four sections focus on the following: the context of change in higher education; liberal arts education and public and community service--distinct yet complementary traditions (the liberal arts perspective and the public and community service learning perspective); the opportunity: to integrate the complementary perspectives of liberal arts education and public and community service learning to improve undergraduate education; and faculty are the keys to linking service and the curriculum. Drawing from and combining what has been learned from effective community service, substantive experience-based learning, assessment of liberal learning outcomes, and institutionalization of curricular innovations and teaching improvements, it may be possible to establish a means of effectively integrating public and community service-based learning into the liberal arts curriculum. (SM)

ED 310 707 HE 022 848

Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-112-7
PUB DATE- Sep 85
NOTE- 32p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Community Development; *Economic Development; Educational Quality; Excellence in Education; Higher Education; *Institutional Mission; Institutional Role; *Public Policy; School Policy; *State Colleges; State Universities; *Urban Areas

A collection of essays, three of which are based on speeches presented at the annual meeting of the American Association of State Colleges and Universities (AASCU), discusses the urban mission of state colleges and universities in relation to current issues in community and economic development. The role of urban colleges and universities has become increasingly important since the 1960s, when opportunities for postsecondary education became synonymous with equal opportunity. Since the establishment of the AASCU's first office of urban affairs among higher education associations in 1968, this office has served as a central source of information on urban colleges and universities, advocating their special concerns. The essays are as follows: "Public Expectations of Higher Education Beyond 1984" (Andrew Young); "Enhancing Cooperation Between City Government and Higher Education" (Alan Beals); "Excellence in Education Through Partnerships" (W. W. Herenton); and "Can the Urban University Respond?" (Alfred B. Rollins, Jr.). (SM)

ED 310 720 IR 013 682

Kirkwood, Adrian

Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Sep 87

NOTE- 63p.; for a related report, see ED 294 557.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Assisted Instruction; *Distance Education; Foreign Countries; Higher Education; *Microcomputers; Open Universities; Questionnaires; *Student Costs; Surveys; *Undergraduate Students

IDENTIFIERS- *Computers Equity; *Open University (Great Britain)

A survey of new and continuing undergraduate students was undertaken at the end of 1986 to obtain information on the related issues of costs of studying and access to equipment for study purposes. Questionnaires were sent to a sample of 2,400 students at the Open University (OU)--1,200 students taking their first OU course and 1,200 continuing students. The overall response rate was 75.4%. Analyses of the student responses indicated that one third of the students (33%) have access to some kind of microcomputer than can be used for OU study purposes, of these, 18% have a microcomputer at home; male students are far more likely than female students to have access to micro equipment; the quality of access that men have to micro equipment is better than for women;

and that access is best for students taking courses in mathematics, technology, or maths/science/technology. This report provides analyses of the data in both narrative and graphs for access to microcomputers by age, OU status, sex, occupation, region, and course profile. Data are also analyzed for various factors related to the use of microcomputing equipment in the home; access to a microcomputer at work; features of the microcomputer system to which students have access and their experience in using microcomputers; and the effect of the home computing policy on students' study plans. Additional survey data, a tally of student responses to seven questions on the 1986 costs/access questionnaire, and list of reports available from the Student Research Centre in the Institute of Educational Technology are appended. (2 references) (CGD)

ED 310 764 IR 013 967

Violenus, Agnes A.
Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
PUB DATE- 89
NOTE- 158p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Research; *Curriculum Enrichment; Educational Innovation; *Educational Media; *Educational Technology; Elementary Education; Elementary School Teachers; Inservice Teacher Education; *Multimedia Instruction; Observation; Postsecondary Education; Professional Development; *Teacher Workshops; *Technological Literacy

This practicum was designed to enable teachers in an elementary school to gain the skills required to utilize technological equipment and materials in their classrooms. The primary objective was that teachers would become proficient in the use of technology in their teaching. A second goal was that teachers would use technology to vitalize teaching in the major curriculum areas of reading and mathematics, and in selected other curriculum areas including social studies and science. A series of five hands-on staff development workshops in instructional technology were conducted and teachers in grades three through five were observed in their classrooms using technology in a range of subject areas from reading and mathematics to art and music. These teachers were asked to prepare long range plans in which they specify the extent to which they planned to utilize The results of the practicum were positive. Classroom observations revealed that teachers who attended the workshops were able to utilize technology appropriately and effectively in their lessons. Examination of teachers' long range plans revealed an overall increase in their decisions to employ educational technology in their teaching. (Author/GL)

ED 310 777 IR 052 844

Bayley, Linda; And Others
Jail Library Service: A Guide for Librarians and Administrators.
Association of Specialized and Cooperative Library Agencies, Chicago, IL.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
REPORT NO.- ISBN-0-8389-3258-4
PUB DATE- 81
NOTE- 134p.; For a related project report, see IR 052 837.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Planning; Correctional Institutions; *Curriculum Development; Instructional Materials; *Library Material Selection; *Library Services; Material Development; Needs Assessment; *Prison Libraries; Program Evaluation; Questionnaires; *User Needs (Information); Worksheets

Designed to provide basic information on joint planning of library services for jail populations by correctional and library personnel and inmates, this curriculum guide covers 10 topics: (1) a rationale for library services in jails; (2) the characteristics and role of the jail librarian; (3) the first steps in planning library services; (4) assessing the needs of inmates; (5) options for the delivery of jail library service and record keeping; (6) types and sources of materials and working with a materials selection policy; (7) service options, i.e., literacy programs, GED or high school completion, learner's advisory service, college-level examination program, correspondence courses, reentry classes or seminars, programs on topics of special interest, legal referral service, and information and referral; (8) how to develop community support for the jail library programs; (9) sources of funding, including suggestions for writing proposals; and (10) how to evaluate the program. Sample checklists, worksheets, and questionnaires are included, as well as short written exercises for the user of the guide. Appended materials include a list of national resources, library standards for jails and detention centers, a sample materials selection policy, sample policy statements, and sample questionnaires for interest surveys. (SD)

ED 310 816 JC 890 423

Sinagra, Marsha D.; Lopez, Kathryn
ARC: An Alternative Teaching Strategy for Developmental Reading.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Instructional Innovation; Program Effectiveness; *Reading Strategies; *Remedial Instruction; *Remedial Reading; Study Skills; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Associate Read and Connect Method

The Associate, Read and Connect (ARC) method is an instructional reading technique which employs cognitive mapping, or networking, to provide developmental reading students with a strategy for effectively dealing with college-level materials. ARC, based on the ability to utilize prior knowledge of a given subject matter, teaches students to organize their thoughts into a hierarchy of significance, in which a broad subject is broken down into its basic components. As the name implies, the technique consists of three stages: (1) the prereading, "associate" stage, in which students identify the topic and organize any prior knowledge of the topic into a network; (2) the guided reading stage, in which students preview a section of the text, develop questions based on the preview and on prior knowledge, and then read the material to answer these questions; and (3) the postreading, "connect" stage, in which students revise the network to represent the current state of knowledge, form an outline by grouping related details from the network, and write a summary based on this outline. The strategy was born out of a need to find a satisfactory method for teaching developmental college students the processes of notetaking, outlining, and summarizing. The main difference between ARC and strategies used in a lecture style class is the fact that the learning experience is not delivered via the instructor's lecture but is only monitored by the instructor, who works through the assignments with students. The method has proven effective in a developmental reading class through a comparison of pre- and post-course questionnaires. The comparison indicated a marked change in students' learning styles, including the more frequent utilization of study skills, and the ability to take more efficient notes, identify structural cohesiveness, and express main ideas with greater clarity. (JMC)

ED 310 886 PS 018 330

Gilman, David A.
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
Indiana State Univ., Terre Haute. Professional School Services.
PUB DATE- Nov 88
NOTE- 46p.; Prepared by Professional School Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Comparative Analysis; Elementary School Students; *Grade 1; Longitudinal Studies; Mathematics Skills; Primary Education; Program Evaluation; Reading Ability; Self Concept; State Programs; *Student Attitudes
IDENTIFIERS- North Gibson School Corporation IN; *PRIME TIME Project IN

The purpose of this study was to investigate the impact of reducing the size of first grade classes on students' achievement. Four groups of first grade students who had participated in Indiana's Project PRIME TIME (average class size of 18 or fewer) for 1 year were compared to one class of first grade students who had received first grade instruction in larger classes. Both groups were from the same Indiana school system. The following kinds of test scores were used as the basis for comparison: (1) achievement scores that all students had received on local competency tests in mathematics and reading; and (2) scores received on affective measures of self-concept and attitude toward school. These tests were administered to the students at the end of their respective first grade years. The school year for the larger class group was 1983-84. The school years for the smaller PRIME TIME classes were 1984-85, 1985-86, 1986-87, and 1987-88. When the means of PRIME TIME group achievement and attitudes were compared to the means of the larger class group (non-PRIME TIME), the results showed that there were significant differences in all areas compared. All favored PRIME TIME. Furthermore, the means of PRIME TIME classes of recent school years were generally significantly higher than the means of PRIME TIME classes of earlier years. (RH)

ED 310 899 RC 017 123

Egbert, Rebecca A.
The Vision of the Spokane Prophet. Council 108.
Council for Indian Education, Billings, MT.
REPORT NO.- ISBN-0-89992-108
PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Council for Indian Education, 517 Rimrock Road, P.O. Box 31215, Billings, MT 59107 ($3.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Literature; American Indians; *Legends; *Poetry
IDENTIFIERS- Native Americans; *Spokane (Tribe); Vision Quest

The Native American's daily life was a walk with supernatural happenings, directed by the power of the Great Spirit. An important experience for a young man was the vision-search. Fortunate youths had a personal encounter with the Great Spirit and received evidence of a special ally or spirit-brother. At the same time, the individual might receive special power or insight affecting the role he played in relation to his tribe. "The Vision of the Spokane Prophet" retells a legend of the Spokane tribe, in which a prophet went to their sacred mountain and experienced a vision of the future coming of the white man. The legend was told by Quellquellitzah, a Spokane leader, to his daughter, who told it to the poet. The poet recorded the legend in free verse, attempting to recapture the poetic rhythm of the Spokane storyteller. Each page has an illustration by Tanya Hardgrove. (SV)

ED 310 913 SE 050 835

Hess, Adrien L.; And Others
Mathematics Projects Handbook. Third Edition.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-283-X
PUB DATE- 89
NOTE- 52p.; For second edition, see ED 214 773.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($5.00; 20% reduction for members, bookstores, or orders of 10 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Mathematical Enrichment; Mathematics Materials; *Mathematics Skills; Science Fairs; Science Projects; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Mathematics Projects

This handbook is designed as a guide for teachers and students in choosing and developing mathematics projects. Included are materials ranging from simple demonstrations of mathematical problems or principles that the teachers had assigned as classroom learning experiences to complex, sophisticated exhibits intended for fairs and competitions. The first chapter, "Developing a Mathematics Project," discusses choosing a project, research methods, construction methods, responsibilities and guidance, and evaluation criteria. The second chapter, "Looking for Ideas," lists possible project titles and ideas for high school and junior high school. The third chapter, "General Topics," provides examples of how a project can be chosen and developed. Chapter 4, "Resources," provides an annotated bibliography and names and addresses of publishers and periodicals. A total of 193 references are listed in the last chapter. Appendices include: (1) "Mathematics Project Progress Report;" and (2) "Tips for Oral Presentation of Projects." (YP)

ED 310 929 SE 050 868

ACCIS Guide to United Nations Information Sources on the Environment.

United Nations, New York, N.Y.
REPORT NO.- ISBN-92-1-100339-3
PUB DATE- 88
NOTE- 152p.; Prepared by the Advisory Committee for the Co-ordination of Information Systems (ACCIS) in collaboration with the Programme Activity Centre of the International Environmental Information System (INFOTERRA PAC) of the United Nations Environment Programme (UNEP). Cited in document as "ACCIS Guides to United Nations Information Sources No. 2".
AVAILABLE FROM- Publishing Division, Sales Section, United Nations, New York, NY 10017 ($15.00, #GV.E.87.0.6).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Environment; Environmental Education; Environmental Research; *International Organizations; *International Programs; *Organizations (Groups); *Program Guides; Reference Materials
IDENTIFIERS- Environmental Monitoring; Environmental Reporting; *United Nations

This is a guide to the organizational units of the United Nations (UN) system that work on environmental issues. Section 1 provides short descriptions of sources of information on the environment from 34 organizations of the UN system. A contact address is given for each organization. Section 2 groups sources of information into 11 subject categories. These are: (1) "Comprehensive Sources"; (2) "Agriculture and Land Use"; (3) "Aquatic Environment"; (4) "Atmosphere and Climatology"; (5) "Demography and Population"; (6) "Energy"; (7) "Human Settlements and Human Health"; (8) "Industry and Transportation"; (9) "Natural Resources"; (10) "Pollution"; and (11) "Statistics." Section 3 describes the directories produced by ACCIS and the depository libraries of the UN system. Eight non-UN organizations producing environmental information are included in section 4. Section 5 lists the addresses of INFOTERRA National Focal Points, sources referenced, and online hosts to UN databases. (YP)

ED 310 946 SE 050 903

Discovery.
Smithsonian Institution, Washington, D.C. National Air And Space Museum.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NASA-PED-105
PUB DATE- 89
NOTE- 85p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aviation Vocabulary; Early Childhood Education; Elementary School Science; *Primary Education; Satellites (Aerospace); *Science Activities; *Science History; Science Interests; *Science Materials; Space Exploration; *Space Sciences

This material presents the historical perspectives of flight and student activities for grades K-3 prepared by the National Air and Space Museum (NASM) and National Aeronautics and Space Administration (NASA). Sections included are: (1) "Historical Perspective of Flight"; (2) "Discovery Vocabulary" (listing the terms found in the first section); (3) "Pre-Visit Activities"; (describing four activities to be accomplished before a tour of NASM); (4) "Classroom Activities" (presenting 30 activities); (5) "Reproducible Activities" (providing 18 activities); (6) "Solutions to Reproducible Activities"; (7) "NASA and NASM Resource Centers" (listing addresses of Teacher Resource Centers); and (8) "Study Prints" (containing 12 pictures with their descriptions). (YP)

ED 311 004 SP 030 937

Ashby, Suzanne; And Others
Empowering Teachers: The Key to School Based Reform.
PUB DATE- Feb 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Responsibility; Collegiality; Curriculum Development; *Decision Making; Elementary Secondary Education; *Policy Formation; *Professional Autonomy; Staff Development; *Teacher Participation; *Teacher Responsibility

In this discussion of teacher empowerment, areas related to teacher sense of impact or efficacy are examined. These areas include: (1) administrative support; (2) responsibility for meaningful tasks; (3) control/decision making related to curriculum; (4) decisions on teaching assignments; (5) input on policies and procedures; and (6) choice in and determination of staff development. In discussing the role of the administrator in implementing teacher empowerment, it is pointed out that talented teachers must be discovered through careful observation and listening to their comments. Administrators need to identify the enthusiastic learner, the questioner, and the discriminating volunteer. (JD)

Grimes, Paul W.
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
PUB DATE- Jan 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Aids; *College Curriculum; *Curriculum Enrichment; *Economics Education; Educational Media; Higher Education; Instructional Design; *Intermode Differences; Questionnaires; Undergraduate Students; *Videotape Recordings
IDENTIFIERS- Mississippi State University; Test of Understanding in College Economics

This final report details the results of an experimental program sponsored by the Mississippi State University (MSU) Special Teaching Projects Program which examined the effectiveness of video materials in a college economics classroom. The empirical results indicate that when video lessons are used as part of a course, students demonstrate significant degrees of overall learning based on standardized pre- and post-test scores using the Revised Test of Understanding in College Economics (TUCE). However, the results also suggest that video instruction may be weak in generating certain cognitive categories of learning (e.g., the application of graphical and mathematical economic tools and the ability to apply explicitly stated economic concepts and relationships to solve particular problems), and that additional teaching techniques may be required to enhance the effectiveness of video usage. Copies of a subject release form and a demographic questionnaire are appended. (3 references) (Author/GL)

ED 310 841 PS 017 795

Ogletree, Earl J.; Ujlaki, Vilma
School Readiness and Rudolf Steiner's Theory of Learning.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Comparative Analysis; *Educational Practices; *Educational Theories; Educational Trends; Elementary Education; *Nontraditional Education; Piagetian Theory; Preschool Education; *School Readiness
IDENTIFIERS- Developmentally Appropriate Programs; Developmental Theory; *Steiner (Rudolf); Theoretical Analysis; *Waldorf Schools

This paper presents Rudolf Steiner's maturational readiness theory of human physiopsychology and comments on education in the Waldorf Schools. Discussion asserts that Steiner's concept of human development is complex and that intensive study is required for even a superficial understanding of "the four members of man": the physical, etheric, astral, and ego bodies. A central concept in Steiner's theory is the notion of etheric energy or formative forces, which bring every living being to life, and which constitute an autonomous capacity to behave differently from the forces in lifeless objects, such as magnetism and electricity. Although these formative forces cannot be perceived, they can be conceived and employed to provide an explanation of organic development. Waldorf education takes into consideration the relationship and balance of the various bodies in its pedagogical and therapeutic program. Knowledge of these bodies and related symptoms is an integral part of the Waldorf training program and constitutes the knowledge base and repertoire of each teacher. The Waldorf school education method attempts to avoid or remedy the damages traditional schooling inflicts on children's development by imposing inappropriate curriculum and activities that prematurely displace and atrophy children's energy forces. Over 120 references are cited. (RH)

ED 310 871 PS 018 278

Watt, Joyce
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
Bernard Van Leer Foundation, The Hague (Netherlands).
REPORT NO.- ISBN-90-6195-014-7
PUB DATE- Oct 88
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Background; Case Studies; Community Schools; Foreign Countries; *Parent Education; *Preschool Education; *Preschool Evaluation; Program Development; Program Effectiveness; *Program Evaluation; Secondary Education; *Secondary School Curriculum
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); *Scotland

Written for preschool educators, this paper discusses the evaluation of the Craigroyston Community High School Under-Fives Centre in Edinburgh, Scotland. It was intended that the report be accessible to anyone involved in center-based work with preschool children and their families. It was assumed that an explanation of evaluation procedures used might be helpful to external evaluators or project team members uncertain about the nature of an external evaluator's role. Part I describes the background to the evaluation. The first chapter in Part I provides a brief introduction to some alternative models and styles of evaluation drawn from the theoretical literature. The second chapter outlines the context of the evaluation: the general idea of the community school, the nature of the Craigroyston Curriculum Project, and the rationale and strategies involved in the Under-Fives study. Part II presents the evaluation report itself, which consists of sections on background, the program and participants, process and perceptions, analysis and evaluation of center characteristics, and conclusions and recommendations. A brief postscript raises central questions likely to be relevant to the evaluation of community-oriented projects in many different settings. (RH)

ED 311 020 SP 031 463

Rosenberg, Daniel Z.
Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers.
PUB DATE- Jul 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Experiential Learning; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Student Attitudes; Teacher Education; Teacher Effectiveness; *Teaching Experience; *Teaching Skills

The study reported in this paper examined how physical education teachers who have not received formal training learn to teach. The central research question addressed was: What teaching practices do nonformally trained physical education teachers exhibit, and from what sources do they gain the knowledge for such practices? In addressing this question, three hypotheses are considered, concerning physical education teachers who have not received formal training; (1) they equate performance skill with the ability to teach; (2) they may be competent performers of an activity, but possess low measures of pedagogical content knowledge in that area; and (3) they do not reflect on their teaching. Profiles are presented of two university students who were also instructors in the physical education department, one in volleyball, the other in fencing. The results of the study indicate that prior educational experiences did play a role in how the two instructors learned to teach. In a discussion of implications for teacher education programs, it is suggested that teacher training candidates experience a similar self-education process prior to their formal preservice training. Left unchecked, however, these views about teaching may remain dormant only to re-emerge after the preservice training period. (JD)

ED 311 038 SP 031 505

Brown, Jim
Teaching Tennis. Steps to Success.
REPORT NO.- ISBN-0-88011-319-7
PUB DATE- 89
NOTE- 211p.; For companion learners' guide, see SP 031 506.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Individualized Instruction; Leisure Time; Lifetime Sports; Psychomotor Skills; *Recreational Activities; *Skill Development; Student Evaluation; *Tennis

This book was written for college-level tennis instructors. The book provides essential instructional resources, including: (1) management and safety guidelines; (2) warm-up and cool-down exercises; (3) specification of equipment needs; (4) rating charts for identifying students' initial skill levels; (5) drill modifications to fit various skill levels; (6) teaching cues to maximize learning; (7) suggestions for identifying and correcting common errors; (8) quantitative evaluation for all drills; and (9) a complete test bank of written questions. (JD)

ED 310 693 HE 022 798

Donovan, Mary
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
REPORT NO.- ISBN-0-911259-25-2
PUB DATE- 89
NOTE- 38p.
AVAILABLE FROM- The National Center for the Study of Collective Bargaining in Higher Eduction and the Professions, Baruch College, City University of New York, 17 Lexington Ave., New York, NY 10010 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Civil Rights; Compensation (Remuneration); Employed Women; *Equal Education; *Equal Opportunities (Jobs); *Higher Education; Personnel Selection; Promotion (Occupational); Retirement Benefits; *Sex Discrimination; Womens Education; Work Environment

An annotated bibliography on sex discrimination in higher education and the professions is presented. Sex discrimination remains a major workplace problem and is found in virtually all levels of employment. The bibliography consists of 124 citations which appeared from 1984-1988. It excludes court cases and the "popular press," and although not meaning to diminish that dimension, focuses instead on the professional literature in the field. Four sections offer resources on compensation/pension, hiring practices, promotion, and the work environment. An author index with citation numbers is provided. (SM)

ED 310 750 IR 013 951

Riome, Carol-Anne, Comp.
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
Alberta Dept. of Education, Edmonton. Curriculum Branch.

REPORT NO.- ISBN-0-7732-0105-X
PUB DATE- 89
NOTE- 102p.; For the 1987 edition, see ED 295 612.
AVAILABLE FROM- Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta, Canada T5L 4X9.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; Computer Literacy; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Evaluation Methods; Foreign Countries; French; Information Retrieval; Language Arts; *Mathematics Instruction; *Microcomputers; Music Education; Problem Solving; *Word Processing
IDENTIFIERS- Alberta

The eighth in a series, this report reviews microcomputer software authorized by the Alberta (Canada) Department of Education from January 1988 through December 1988. This edition provides detailed evaluations of 40 authorized programs for teaching business education, computer literacy, databases, file management, French, information retrieval, keyboarding, language arts, life skills, logic, mathematics, music, problem solving, social studies, thinking skills, and word processing. Two of the programs are in French and English and one is in French. Both English and French subject indexes are provided, as well as an alphabetical index in which titles appear in the original language; evaluations are written in the language of the program. Each evaluation includes the program title; author(s); publisher; address; telephone number; grade level; topics; components; microcomputer compatibility (Apple IIe, Apple IIgs, IBM PC, and/or Macintosh); year produced; cost; subject area; and display language (English or French). Also included are descriptions and evaluations of content, instructional format, the technical system, technical characteristics, and documentation; the status of the program (basic, recommended, or supplementary); and purchase information. A summary of authorized courseware from January 1983 to December 1987 and lists of software unsuitable for authorization in 1988, software discontinued in 1988, and other print and electronic evaluation sources are also provided. (BBM)

ED 310 791 IR 052 868

Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-89-44
PUB DATE- Feb 89
NOTE- 23p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies are free; additional copies are $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Contracts; *Depository Libraries; Federal Government; *Government Publications; *Information Dissemination; *Microfiche
IDENTIFIERS- Government Contractors

In this report, the General Accounting Office (GAO) responds to a July 8, 1988, inquiry by the Chairman and Vice Chairman of the Joint Committee on Printing about the Government Printing Office's (GPO) efforts to acquire and supply microfiche copies of government documents to approximately 1,400 depository libraries. In August 1987, GPO had terminated its sole microfiche contract with Automated Datron Inc. (ADI) because of ADI's poor performance. At that time, the flow of microfiche versions of government documents to libraries virtually ceased. Since then, a microfiche shortage has existed, which the GAO expects will continue for some time. The report consists of a short letter summarizing the results of the GAO's analysis, two appendixes, and three tables. Appendix I: (1) supplies background information about the establishment and maintenance of depository libraries and a synopsis of microfiche contracts; (2) identifies reasons for delays in microfiche distribution; (3) explains why the ADI contract was terminated; (4) details actions taken by the GPO to alleviate the microfiche shortage; (5) describes GPO contracting procedures; (6) describes how GPO generally complied with its contracting procedures; (7) explains why the GPO allowed ADI to compete for replacement contracts; (8) discusses the replacement contracts for which ADI competed; (9) analyzes the reasons for further delays in replacement contracts; (10) reports the number and status of microfiche awaiting GPO testing; and (11) assesses actions taken by the GPO to correct the microfiche shortage. Appendix II lists major contributors to the report. (CD)

ED 310 805 JC 890 411

Murtha, James; And Others

Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.

City Univ. of New York, NY. Office of Institutional Research and Analysis.

PUB DATE- Apr 89

NOTE- 71p.; A few pages have some light print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Persistence; Associate Degrees; Bachelors Degrees; *College Graduates; College Students; Community Colleges; Educationally Disadvantaged; Educational Trends; Higher Education; Minority Groups; Remedial Instruction; Student Attrition; *Student Characteristics; Student Employment; Trend Analysis; Two Year Colleges; Two Year College Students; Urban Universities; Withdrawal (Education)

IDENTIFIERS- *City University of New York

A study was conducted at the City University of New York (CUNY) to investigate graduation and persistence over a 5-year period among students enrolled as freshmen in fall 1980, and to compare findings with a previous study of fall 1978 freshmen. The study drew from routine information on high school background; scores on CUNY skills assessment examinations in reading, writing, and mathematics; and survey data on socioeconomic background, financial resources, employment, and educational aspirations. Study findings included the following: (1) between 1978 and 1980, 5-year persistence rates remained constant at 35.5%, with a drop in graduation rates from 23.1% to 21.9% compensated for by an increase in retention from 12.6% to 13.6%; (2) persistence for students admitted to bachelor's degree (BA) programs fell from 47.0% to 46.4%, while persistence among associate degree students increased from 31.6% to 32.0%; (3) in comparison to national norms, CUNY students had lower family incomes, were more likely to work full time, and had a more extensive need for remediation in college; (4) by the end of the sophomore year, about two-thirds of the BA students, 55% of the associate degree students, and 60% of the students enrolled in special opportunity programs were still enrolled in the CUNY system; and (5) a trend toward longer periods of college attendance was evidenced by both associate and baccalaureate degree graduates, with the percentage of students taking longer than 4 years to obtain a BA increasing from 50% for 1970 freshmen to 67% for 1980 freshmen. Tables on retention and graduation rates are included for each CUNY campus. (JMC)

ED 310 829   JC 890 437

Deegan, William L., Ed.; O'Banion, Terry, Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-842-8
PUB DATE- 89

NOTE- 113p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Community Colleges; Educational History; *Educational Trends; Institutional Mission; *Student Development; *Student Personnel Services; Two Year Colleges

This collection of articles examines the history of student development practices, reviews key issues that have emerged in the field, and proposes paths of action for the future. The volume includes: (1) "Student Development Philosophy: A Perspective on the Past and Future," by Terry O'Banion, which reviews the history of student development; (2) "Student Development from Theory to Practice," by Charles R. Dassance and Gary Harr, which offers a series of strategies for implementing changes in student services; (3) "Changing Internal Conditions: Impact on Student Development," by Don G. Creamer, examining the effects of changing conditions in community colleges on programs and services; (4) "Student Development and College Services: A Focus on Consumers," by Ernest R. Leach, which predicts that the model of student-as-consumer will serve as the focus for future student services; (5) "A Framework for Student Development Practices: A Statement of the League for Innovation in the Community College," by Donald S. Doucette and Linda L. Dayton, providing a comprehensive list of criteria for developing and evaluating successful programs; (6) "Telling the Truth, Warming the Heart: The Future of Student Development in the Community College," by Ruth G. Shaw, which argues for maintaining the community college mission of attending to the individual student's needs; (7) "Future Direction for Student Services: A View from the Top," by Robert H. McCabe, which argues that community colleges should become more student-centered; and (8) "Trends and Issues in Student Development," by Jennifer Curry and Brian Young, which provides a literature review of current trends in the practice and development of student personnel services. (JMC)

ED 310 856 PS 018 238

Nelsen, Mary Jo
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
PUB DATE- 31 Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accreditation (Institutions); Community Programs; *Corporate Support; Early Childhood Education; *Family Day Care; Home Visits; *Incentives; *Parent Attitudes; Program Evaluation; Program Validation; *Recruitment; Workshops
IDENTIFIERS- *Texas (San Antonio)

This report provides background information on the nation's first family day care accreditation system, a system established by the city of San Antonio in 1985. Program components, including workshops, home visits, and validation, are described. Information concerning a 1988 incentive and recruitment campaign that was funded by Mervyn's Corporation is provided. Recruitment methods included a press conference, television appearances, newspaper articles, and bulk mailings to publicize $100 gift certificates which providers earned by becoming accredited during the campaign. "Love for a Living" recruitment materials were used. Results of an evaluation of the recruitment and incentive campaign showed that paid advertising generated 39 percent of the requests for information. A comparison of program participants who did not qualify for the gift certificate with those who did indicated that the incentive was effective in motivating providers to become accredited. Results of a parent survey and future directions for the accreditation program are discussed. Appended materials include articles about the recruitment campaign, sample bulk mailings, and sample advertisements. (Author/RH)

ED 310 975 SO 020 210

Bergin, Joyce Williams
Obstacles to Ethics Instruction.

PUB DATE- 11 Jul 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Ethical Instruction; *Ethics; Intellectual Freedom; Moral Development; Moral Values; *Role of Education; *School Role; Secondary Education; Social Values; Teacher Role; *Values Education

Educators are being called upon by various groups to provide ethics instruction as part of the public schools' curricula. At the same time, teachers are coming under close scrutiny for accountability as well as being subjected to decisions about education made by legislators, school boards, and the courts. Moreover, they are finding themselves caught up in the moral ambiguity that characterizes today's society. Despite public demands for ethics instruction, many educators remain skeptical of such instruction and the kinds of programs that might result from a mandate requiring schools to teach ethics. Research has provided little helpful information upon which to build workable programs of ethics instruction. It is time for everyone who has an interest in ethics instruction to pause and study the reasons why there are no such curricular components being implemented, why research is not providing the information needed to undergird the creation of such programs, and why some educators are very skeptical about ethics instruction in public schools. It is time for educators to speak out publicly and to demand an answer to the critical question: Whose ethics do we teach? (JB)

ED 310 989 SO 020 229

Colwell, Richard J., Ed.; Dalby, Bruce, Ed.
International Directory of Approved Music Education: Doctoral Dissertations in Progress.
Illinois Univ., Urbana. Council for Research in Music Education.
PUB DATE- 89
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Choral Music; Continuing Education; *Doctoral Dissertations; Elementary Secondary Education; Jazz; Measurement; Music; Musical Instruments; *Music Education; Music Teachers; *Postsecondary Education; Program Development; Psychology; Sociology; Special Education; Teacher Education
IDENTIFIERS- Ethnomusicology

Three hundred sixty-nine dissertations are listed in this international directory. They are divided into categories (e.g., biographical studies, choral-vocal music, historical studies, string music, etc.), and three indexes are provided: students' names; institutions represented; and subject category. (JB)

ED 311 005   SP 031 238

Acker, Sandra, Ed.
Teachers, Gender and Careers.
REPORT NO.- ISBN-1-85000-427-7
PUB DATE- 89
NOTE- 227p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($20.00 paperback--ISBN-1-85000-427-7; $44.00 hardcover--ISBN-1-85000-426-9; add $2.50 for postage and handling).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Careers; Educational Policy; Elementary Secondary Education; *Equal Opportunities (Jobs); Higher Education; Labor Market; Organizational Climate; Preservice Teacher Education; *Sex Bias; *Sex Role; *Teaching (Occupation); Teaching Experience; *Women Faculty

This book attempts to move gender to the center of debate and discusion about teachers' lives and careers. It consists of 13 chapters written by 15 different authors. Chapters on conceptual and theoretical issues are balanced by reports of empirical research and reflections on personal experience. The book develops an appreciation of both common features and diversity in teachers' experiences and perspectives, as influenced not only by biography and personal characteristics, but also by cultures within educational institutions, labor market conditions for teachers, historical and contemporary educational policy, gender divisions, and other social divisions in the wider society. (JD)

ED 310 651 HE 022 711

Ewell, Peter T.; Chaffee, Ellen Earle
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 81
NOTE- 33p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Problems; *College Administration; *Decision Making; Higher Education; Industrial Psychology; *Information Utilization; Models

The conceptual implications of various alternatives to the classic model of rational decisionmaking are explored, in order to note the radically different roles that information plays in different kinds of organizational settings. Examples are drawn from cases illustrating the different uses of information, showing some of the important costs and benefits of differing types of behavior in the people who provide information. Information professionals should recognize that, in addition to the traditional uses of information, other information functions that are critical to good decisionmaking include: identifying problems and alternatives; setting the context for action; inducing action; and promoting or legitimizing action. An alternative model of decisionmaking, multiple advocacy, is presented. Multiple advocacy promises to increase the likelihood of information being used for decisionmaking in the typically nonrational, real world of higher education. The fundamental premise of multiple advocacy is that superior decisions result from consciously adopting a conflicting or dialectical decisionmaking process. Implications for data presentation and for the role of the information professional are also discussed. Contains 31 references. (KM)

ED 310 708 HE 022 849

The Efficiency of Freedom. Report of the Committee on Government and Higher Education.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Jun 85
NOTE- 57p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; *Excellence in Education; *Government Role; Higher Education; *State Action; State Aid; *State Colleges; State Universities
IDENTIFIERS- Freedom; Reform Efforts

A re-published version of the 1959 "The Efficiency of Freedom," Report of the Committee on Government and Higher Education is presented. After a 2-year study (designed to define relationships that should properly exist between public officials and state institutions of higher education, identify the principal areas in which state control over higher education has appeared to exceed proper limits, and suggest remedial lines of action) the Committee came up with a variety of findings that are as relevant to the panoply of relationships between state governments and public colleges and universities today as they were when "The Efficiency of Freedom" was originally published. If anything, the committee's insights carry more force in the mid-1980s than was true in an era when there were far fewer public postsecondary institutions, state bureaucracies were much smaller, and the federal presence on the higher education landscape could scarcely be discerned. Three chapters are as follows: (1) the tradition of freedom; (2) the growth of state control; and (3) avenues of reform (what higher education can do, and what the state can do in terms of legislatures, governors, budgeting, purchasing, auditing, personnel, and building). (SM)

ED 310 765 IR 014 250

Linking for Learning. A New Course for Education.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-SET-430
PUB DATE- Nov 89
NOTE- 191p.; For related documents, see IR 014 251-252.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO 052-003-01170-1, $9.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Computer Assisted Instruction; *Distance Education; Educational Innovation; *Educational Planning; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Regulation; Higher Education; Instructional Effectiveness; Program Descriptions; State Action; State Surveys; Teacher Education; Teacher Role; Technology Transfer; *Telecommunications
IDENTIFIERS- *Office of Technology Assessment

The Office of Technology Assessment (OTA) of the U.S. Congress was asked to analyze various technological options for distance education, examine current developments, and identify how Federal, State, and local policies could encourage more efficient and effective use of technology in education. This report complements OTAs assessment of use of computers in elementary and secondary education; "Power On! New Tools for Teaching and Learning." Findings of the study include: (1) use of distance education in elementary and secondary education has increased dramatically over the past 5 years, but many students and teachers still do not have access to needed but distant experts and information; (2) rapid advances in technology are creating distance learning systems that are powerful, flexible, and increasingly affordable, but no one technology works for every application; (3) in most instances, distance learning appears to be as effective as face-to-face instruction in the classroom; (4) while reaching a small number of teachers today, distance learning will greatly affect the teaching force of tomorrow, requiring further training and institutional support; (5) state education agencies are both gatekeepers and catalysts for distance education; (6) federal and state regulations guiding the development of telecommunications infrastructure and services significantly affect distance education; and (7) federal funding for distance education has been important but modest. Four factors that will most affect the future of distance education are telecommunications policy; research, evaluation, and dissemination; support for teachers; and expansion of the infrastructure. Appendixes include a state-by-state profile of distance education activities across the nation; sample costs of transmission systems; a glossary of terms used in the report; information on obtaining contractor reports; and a list of participants at the Changing Telecommunications Technology and Policy Workshop held in February 1989. Photographs, diagrams, and project descriptions are provided throughout the report. (GL)

ED 310 778 IR 052 848

Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988).
Commission on Preservation and Access, Washington, DC.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *Art History; Illustrations; *Photographs; *Preservation; *Resource Materials; Seminars; Use Studies
IDENTIFIERS- *Illustrated Texts

This report of the Commission on Preservation and Access Seminar on Scholarly Resources in Art History provides a brief overview of the major concerns and assumptions of the seminar. Seminar discussions are then summarized in the following areas: (1) brittle books, including the deterioration of valuable research tools and primary sources and the use of new technologies to enhance access to traditional formats; (2) photo archives, including present and potential problems and the need for a program to assess the condition of photo archive collections; (3) technology, including research in the areas of electronic imaging, photographic technology, and computer networking of visual resources; and (4) recommendations, including the formation of a task force and short- and long-term strategies. A paper entitled "Art Historians and Their Use of Illustrated Texts" (Deirdre C. Stam) is then presented, which reviews and analyzes use patterns of text-cum-image as reported by art history scholars to arrive at hypotheses about how and why scholars use this form of material, and what properties of this genre are essential to them. Summaries of 13 "Art Bulletin" articles on the state of research in various art historical subfields are appended as well as an agenda of the seminar and a list of participants. (14 references) (MES)

ED 310 887 RC 016 727

Molnar, Joseph J.; Duffy, Patricia A.
Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the National Conference on Sustaining Agriculture Near Cities (Boton, MA, November 20-21, 1986). In: Lockertz, William, Ed. Sustaining Agriculture Near Cities. Ankeny, Iowa, Soil and Water Conservation Society of America, 1987. p119-132.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agriculture; *Place of Residence; *Political Attitudes; *Public Opinion; Public Policy; Rural Farm Residents; Rural Nonfarm Residents; Rural Urban Differences; Social Attitudes; Urban Population
IDENTIFIERS- *Farm Policy

Attitudes about farming and government agricultural policies differed among residential categories ranging from urban to rural. A mail survey gathered 3,232 completed questionnaires from a national random sample of 9,250 households. Statistical weighting made respondent categories representative of national proportions. Although respondents exhibited widespread agreement with the primacy of agriculture, farmers were most likely to agree and urban residents were least likely to agree that: (1) agriculture is the basic occupation of our society; (2) farming is a very satisfying occupation; (3) agricultural depression causes national depression; and (4) most food profits go to middlemen rather than farmers. Respondents were largely supportive of the concept of the family farm, but urban residents were less likely to support the preservation of the family farm if that meant higher food prices than were suburban, rural nonfarm, and farm residents. Few respondents were satisfied with the record of government intervention in the farm sector. However, items pertaining to government involvement in agriculture elicited high rates of "undecided" responses, and showed little divergence among residential categories. This report includes 7 data tables and 19 references. (SV)

Carlson, Robert V.
A Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement.
PUB DATE- Mar 89

NOTE- 29p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; Case Studies; Change Strategies; *Community Attitudes; *Educational Change; Educational Improvement; Organizational Theories; Rural Areas; *Rural Education; *School Budget Elections; School Community Relationship
IDENTIFIERS- Vermont

This paper presents a case study of a rural community exhibiting a dramatic turnaround in community support for a new school bond issue. Demographic change was partly responsible for the change in community attitudes, with two waves of immigration altering the long-term conservative orientation of this community. After a series of failed principalships, the appointment of a woman from the community who was willing to take action on a number of serious school and community problems put some former divisiveness to rest. In addition, effective school board and community leadership and state level policy changes altered the community educational climate. The paper examines the factors effecting this change in light of organizational theory, considering the case from the perspectives of structure, human resources, politics, and symbols. All causal factors are seen to create a complex web of circular, mutually interdependent relationships. The implication is that change is not necessarily caused by external conditions and even the distinction between external and internal influences may be arbitrary. The paper concludes that there is no quick, universal, or predictable way to improve rural education. Many factors influence the possibility of change in interactive and mutually causal ways, suggesting the need for differentiated and integrated strategies. This paper contains 18 references. (DHP)

ED 310 930 SE 050 874

Stoloff, David L.

Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.

PUB DATE- 89
NOTE- 34p.; Paper presented at the Comparative and International Education Society Conference (Boston, MA, March 31-April 2, 1989). This paper presentation was partially sponsored by the National Science Foundation supported Southern California ACCESS Centers and Network and by the California Academic Partnership Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; Science Education History; Secondary School Mathematics; *Secondary School Science; *Social Influences
IDENTIFIERS- Glasnost; *USSR

This paper describes the changes in the science and mathematics curriculum in Soviet classrooms since the 1984 reforms and the "glasnostic" climate. The first section discusses the trends in Soviet education including the humanist, national, moral and materialistic trends. The second section examines variations in the science curriculum since the late 19th century. The third section reviews several studies observing the changes in Russian/Soviet schools. Reactions to education representing the materialistic trend with a moral and humanistic face in the mid-1980s are cited. Reactions to the changes in the science curriculum, including biology, physics, and chemistry, and the mathematics curriculum are summarized in the next two sections. Finally, some implications for American education are discussed. There are 28 references listed. (YP)

ED 310 947 SE 051 003

Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition.

Utrecht State Univ., The Netherlands.
PUB DATE- 84
NOTE- 57p.; Photographs and drawings may not reproduce well.
AVAILABLE FROM- PLON, Physics Education Department, State University of Utrecht, P.O. Box 80.008, 3508 TA Utrecht, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Design; *Construction (Process); *Physics; *Science Activities; Science Education; Science Experiments; *Science Instruction; Secondary Education; *Secondary School Science; *Structural Elements (Construction)
IDENTIFIERS- Netherlands

Bridges and similar constructions are highlighted in this book of guided lessons and activities for secondary school physics students. This program was developed by the Physics Curriculum Development Project under the auspices of the Physics Curriculum Innovation Committee. Contents include: (1) "Introduction" (presenting a rationale for the topic and explaining skills related to group work and questioning); (2) "Orientation" (reviewing the types of bridges and materials used in bridge construction); (3) "Theory" (providing information and experiments dealing with stress, strength and shape, weight and counterweight, and stability of bridges); and (4) "Investigations" (specifying guidelines for a group project on constructing or improving construction of a bridge. The publication provides a survey of the Physics Curriculum Development Project in The Netherlands. (ML)

ED 310 961 SO 020 180

Jabbour, Alan, Ed.; Hardin, James, Ed.
Folklife Annual, 1987.
Library of Congress, Washington, D.C. American Folklife Center.
REPORT NO.- ISBN-0-8444-0575-2
PUB DATE- 88
NOTE- 161p.; For the 1986 edition, see SO 020 179.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indians; *Artists; Black Culture; *Canada Natives; Cultural Education; *Folk Culture; *Grief; *Korean Americans; Painting (Visual Arts)
IDENTIFIERS- Folklorists; *Folktales; German Americans; Hupa (Tribe); Native Americans; Russian Americans

This annual publication is intended to promote the documentation and study of the folklife of the United States, to share the traditions, values, and activities of U.S. folk culture, and to serve as a national forum for the discussion of ideas and issues in folklore and folklife. The articles in this collection are: (1) "Eating in the Belly of the Elephant" (R. D. Abrahams), which delves into the differences between Afro-American folktales and European fairy tales; (2) "The Beau Geste: Shaping Private Rituals of Grief" (E. Brady); (3) "George Catlin and Karl Bodmer: Artists among the American Indians" (J. Gilreath); (4) "American Indian Powwow" (V. Brown and B. Toelken); (5) "Celebration: Native Events in Eastern Canada" (M. S. Cronk, et al.); (6) "Reverend C. L. Franklin: Black American Poet-Preacher" (J. T. Titon); (7) "John Henry Faulk: An Interview" (J. McNutt); (8) "The First Korean School of Silver Spring, Maryland" (L. Long); (9) "German-Russian Studies at Emmons Central High School, Strasburg, North Dakota" (T. J. Kloberdanz); (10) "The Hupa Indian Language School of Hoopa Valley, California" (L. Davis); and (11) "The Islamic School of Seattle, Seattle, Washington" (S. Dwyer-Shick). Many black and white and color photographs are included. (JB)

ED 311 039 SP 031 506

Brown, Jim
Tennis. Steps to Success.
REPORT NO.- ISBN-0-88011-318-9

PUB DATE- 89
NOTE- 195p.; For companion teaching guide, see SP 031 505.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61825-5076 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Independent Study; *Individualized Instruction; Lifetime Sports; Psychomotor Skills; *Recreational Activities; *Skill Development; *Tennis

This handbook presents sequentially arranged tennis instruction providing a solid foundation of basic skills and concepts. Each lesson enables the student to make the transition from one skill to the next. Each chapter: (1) explains why the concept or skill is important; (2) identifies the keys to correct technique; (3) helps correct common errors; (4) explains how to practice each skill in realistic ways; (5) lists specific performance goals for each drill; (6) provides a summary checklist for evaluating proper techniques; and (7) lets the student set the pace. (JD)

ED 310 680 HE 022 785

Guocai, Zhang
Higher Education Research in China. An Annotated Bibliography. R.I.H.E. International Publication Series No. 2.
SPONS. AGENCY- Hiroshima Univ. (Japan). Research Inst. for Higher Education.
PUB DATE- Mar 89
NOTE- 134p.
AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Higashi Senda-Machi, Naka-ku, Hiroshima 730, Japan.
LANGUAGE- English; Chinese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Administration; Annotated Bibliographies; College Faculty; Educational Policy; *Educational Research; Foreign Countries; Higher Education; Literature Reviews; Moral Development; Psychology; Reference Materials; Scientific Research; Student Characteristics; Teacher Education; Teaching Methods; Theories
IDENTIFIERS- *China

Major books and articles written on higher education research in China are included in a partaially annotated bibliography containing approximately 500 items. The selected books are categorized into 10 subject areas (research methods, theories and policies, reforms in higher education, faculty, teaching methods, moral education for college students, psychology of students, administration and management, admission and job assignment, and history of higher education). The articles have two additional categories, teacher education and scientific research. The selection of literature dates back to 1978, and is organized in three chapters. Chapter 1 sets forth a brief review of research on higher education in recent China (research organizations for higher education, publications on higher education, the idea guiding researchers in education science, subjects of research, cultivation of researchers for higher education, and problems concerning research on higher education). Chapter 2 is a selected and annotated bibliography of major books published in the field since 1978 with the title and a brief summary of the content presented in Chinese and English. Chapter 3 lists selected articles published in academic journals and newspapers. For each entry, a bibliographical description is given in English and then in Chinese. An appendix provides a list of periodicals quoted in the bibliography. (SM)

ED 310 737 IR 013 930

Moonen, Jef; And Others
The Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the International Association for Computers in Education (San Francisco, CA, March 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Innovation; *Educational Planning; *Evaluation Problems; Feasibility Studies; Foreign Countries; Information Technology; Inservice Teacher Education; *National Programs; *Research Proposals
IDENTIFIERS- *Netherlands

This paper describes the evolution of a national research plan for computers and education, an approach which was initiated in the Netherlands in 1983. Two phases can be recognized in the Dutch experience: one from 1984 until 1988 and one from 1989 until 1992. Building upon the experiences of the first phase, research plans for the second phase are outlined. General conclusions are that research plans should be formulated within a concrete and well-defined framework, oriented more toward implementation issues than toward theoretical research questions and undertaken in a context of international cooperation. Priorities for the next phase of research include: (1) procedures and criteria for software evaluation by teachers; (2) alternative approaches to the inservice training of teachers in computer usage; (3) computer applications in vocational education; (4) cooperative learning and computers; (5) the effect of computers on higher cognitive skill development; (6) the applicability of artificial intelligence techniques to the production of courseware; and (7) the development of interactive coaches. (Author/GL)

ED 310 817 JC 890 425

Berger, Gerard I.; Daugherty, Ronald D.
Challenges for Preparing the New Work Force for the Year 2000.
Chemeketa Community Coll., Salem, Oreg.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Futures (of Society); Labor Education; *Labor Force Development; *Labor Needs; *Role of Education; School Business Relationship; Social Change; Technological Literacy; Two Year Colleges

This paper outlines seven challenges facing the United States in the preparation of a competent workforce for the year 2000. The first challenge will be to predict what specific workers will need to know in the year 2000, and to make this prediction 4 to 6 years prior to students' completion of the training process. The second challenge is to define and develop training programs that recognize the individual needs of those who will make up the new work force, which will include more than 50% women, 15-18% racial minorities, as many as 20-25% foreign laborers, and an increase in handicapped people. This challenge entails the recognition that training programs need to develop a curriculum that both meets the specific technological requirements of a job and gives workers the adaptability necessary to accommodate rapid changes. The third challenge is to help business and industry understand the need to accommodate the new work force and to identify viable options for accomplishing that, such as the redefinition of the work day or the work site. The fourth challenge is for educators and employers to make adjustments and compromises to accommodate the cultural and value differences among the diverse individuals who will make up the work force of the future, while the fifth challenge is to ensure that the value of quality is instilled in each member of the work force. The sixth challenge is to educate and train people both to use current technology and to be motivated to keep up with emerging technologies. The final challenge will be to raise the awareness of society, its political representatives, and the business community regarding these multiple work force challenges. (JMC)

ED 310 842 PS 017 926

Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary.

Oregon Commission on Child Care, Portland.

PUB DATE- 86

NOTE- 31p.; For 1988 Interim Report to the Governor and Legislature, see ED 292 588.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Day Care; Educational Demand; *Educational Supply; Employed Parents; Financial Support; *Government Role; Public Education; *State Government

IDENTIFIERS- *Child Care Legislation; *Oregon

This report to the governor and legislature of Oregon discusses the status of child care in that state. In 1985, the Oregon legislature created the Oregon Commission on Child Care to address the issues, problems, and alternative solutions that were critical to the development of accessible, affordable, and high quality day care services. The commission endorsed the following principles: (1) the quality of child care programs should be strengthened; (2) the supply of quality child care programs should be expanded; (3) child care should be made affordable for low-income families and students; and (4) child care providers deserve a living wage. Findings and recommendations are discussed in terms of: (1) quality in child care programs; (2) establishment of an office of child care; (3) state regulation of child care services; (4) the process of making child care affordable; (5) encouragement of employer and corporate involvement; (6) day care for special needs children; (7) current Oregon appropriations; (8) child care resource and referral services; (9) liability insurance; (10) school-age child care; (11) parental leave; (12) infant and toddler care; and (13) funding issues. The report includes a list of 88 references. (RJC)

ED 310 872 PS 018 280

Child Care: Selected Bibliography. Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-98FS
PUB DATE- Jul 89
NOTE- 157p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies, free. Additional copies, $2.00 each. Prepay by cash, check, or money order made out to the Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Day Care; *Day Care Centers; Early Childhood Education
IDENTIFIERS- *Project Head Start

This selected bibliography on child care contains 386 citations drawn from computerized data bases covering business, educational, sociological, and legal literature. Most citations include abstracts taken from the data bases. Data bases include the Educational Resource Information Center (ERIC), the National Technical Information System (NTIS), Sociological Abstracts, ABI/INFORM, Exceptional Child Education Resources, Family Resources, Legal Resources Index, Trade and Industry Index, Management Contents, and the SCORPIO System. Keywords and phrases used to locate the citations were: day care, day care centers, child care, and Head Start. Cited literature includes journal articles, books, research reports, studies, and conference papers published from 1978 to mid-1988. Citations concern child abuse, costs and rate setting, demographics, handicapped children, industry, insurance, licensing and regulations, policy and issues, school-related child care, selection, sick children, training, and studies. Major contributors to the fact sheet are listed. (RH)

ED 310 914 SE 050 839

Putnam, Ralph T.; And Others
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 105p.
GRANT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Psychology; Educational Objectives; Elementary Education; *Elementary School Mathematics; Literature Reviews; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving
IDENTIFIERS- *Constructivism; Mathematics Education Research

Many mathematics educators and researchers agree that current mathematics instruction in elementary and secondary schools focuses too much on efficient computation and not enough on mathematical understanding, problem solving, and reasoning. But beyond this agreement exist diverse views about what it means to know, understand, and learn mathematics. This paper considers various research perspectives that can inform thinking about what mathematics should be like in U.S. public elementary schools. To this end, the paper examines recent National Council of Teachers of Mathematics recommendations for changes in the mathematics curriculum and three major research perspectives that may inform thinking about what it means to know, understand, and learn mathematics. The first of these perspectives is that of researchers, primarily cognitive psychologists, who focus on the individual knower of mathematics. The second perspective is that of the discipline of mathematics, what it means to understand mathematics from within the discipline. The third perspective is that of "classroom practice," in particular the ways in which researchers studying the teaching and learning of mathematics in classrooms have conceptualized mathematical knowledge and learning. Goals for mathematics learning are discussed. A list of 108 references is included. (Author/YP)

ED 310 976 SO 020 211

Ulrich, James F., Jr.

The Culture of Organizations: A Set of Learning Activities for Community Leaders.

PUB DATE- Aug 88

NOTE- 52p.

AVAILABLE FROM- James F. Ulrich, Jr., P.O. Box 4721, Northbrook, IL 60065-4271 ($5.00 single copy rate, $3.00 per copy when ordered in quantity).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Community Organizations; *Group Dynamics; Group Structure; Interaction Process Analysis; *Management Development; *Organizational Communication; Organizational Theories; Participative Decision Making; Role Perception; *Role Playing; Training Methods

IDENTIFIERS- *Organizational Culture

This packet contains materials, process guidelines, discussion questions, and suggestions that serve as a guide for a 3-hour training session on the topic of organizational culture for groups of from 7 to 21 (or more) adults. During the training session, participants simulate organizational behaviors following three different sets of cultural rules. Participants take turns playing the roles of organization members, community members, and observers. After simulating each of the three organizational cultures, participants identify strengths and weaknesses inherent in each culture. Final discussion focuses on cultural characteristics of effective organizations, how organizational members can cope with problems they perceive in an organization's culture, and what organizational leaders can do to manage organizational culture. A participant guide is included that discusses: (1) categories of organizational culture; (2) how culture is embedded and transmitted; and (3) methods for fostering a cohesive organizational culture. (PPB)

ED 310 990 SO 020 230

Speak for Yourself.
Lutheran Brotherhood, Minneapolis, MN.
PUB DATE- 89
NOTE- 16p.
AVAILABLE FROM- Lutheran Brotherhood, 625-4 Ave. S., Minneapolis, MN 55415 (free; the complete kit also includes a large color poster).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Class Activities; Competition; *Decision Making; Grade 7; Grade 8; Junior High Schools; Letters (Correspondence); *Lobbying; *Political Issues; Public Policy; *Social Problems; *Social Studies; Students
IDENTIFIERS- *Respecteen

The "Speak for Yourself" curriculum is one element of the Lutheran Brotherhood's "Respecteen" national youth initiative. Designed for seventh and eighth grade students, this program encourages students to develop an awareness of contemporary social issues, inspire communication about those issues among students and their families, and encourage student participation in the U.S. political process. Six lessons are given which state student objectives, give a brief description of the topic area, include a main activity handout, and list optional activities. These lessons concern: (1) the U.S. legislative process, (2) how lobbying influences Congress, (3) an identification of youth issues, (4) recognizing youth as a special interest group, (5) writing to Congress, and (6) extending the excitement. The writing to Congress activity is a competition that enables the winners, one from each state, to participate in the 4-day National Youth Forum conference held in June in Washington, DC. (PPB)

ED 311 021 SP 031 465

Hopkins, Scott; Moore, Kenneth D.
Professional Development Schools: An Exploratory Approach.
PUB DATE- Jul 89
NOTE- 14p.; Paper presented at the conference of the Northwest Association of Teacher Educators (Tacoma, WA, July, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College School Cooperation; Elementary Secondary Education; Higher Education; *Institutional Characteristics; Preservice Teacher Education; *Professional Education; Public Schools; Supervisory Training; Teacher Attitudes; *Teacher Education Programs; Teaching Skills

Recent studies on school improvement have urged the formation of partnerships between public schools and universities to better prepare teachers for the nation's schools, and have suggested that this alliance would encourage reform in public schools and universities. One area of emphasis in this suggested reform network is the creation of clinical school settings where prospective teachers can learn the best in research and practice. This paper explores possible characteristics of a professional development school. A list of 12 components of professional development schools, as well as potential skills required of public school teachers serving as clinical faculty and as supervisors of prospective teachers, was submitted to 300 teacher educators who were asked to indicate the importance of the identified components and to identify the teacher preparation areas with the greatest need. An analysis of the responses provided guidelines on the organization requirements, characteristics, and personnel functions or responsibilities of the professional development school. (JD)

ED 310 721 IR 013 754

Coffey, Michael A.; And Others
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
Missouri School Boards Association, Columbia.

PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Peripherals; *Computer Printers; Computer Software; *Computer Terminals; Disk Drives; *Equipment Maintenance; Floppy Disks; *Microcomputers
IDENTIFIERS- *Apple II; *IBM Personal Computer

This guide describes maintenance procedures for IBM and Apple personal computers, provides information on detecting and diagnosing problems, and details diagnostic programs. Included are discussions of printers, terminals, disks, disk drives, keyboards, hardware, and software. The text is supplemented by various diagrams. (EW)

ED 310 652 HE 022 712

Ewell, Peter T.

Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.

National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 83
NOTE- 28p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Administration; *College Planning; Educational Objectives; *Evaluation Methods; Higher Education; *Institutional Evaluation; *Outcomes of Education; *Program Evaluation; *Self Evaluation (Groups)

The characteristics of an effective program review, and the different ways in which a program review can go wrong, are discussed. The three characteristics of an effective program review are that it is systematic, regular, and comprehensive. The dimensions of each of these characteristics are discussed, as is the "art" of program review, a process that involves judgments about available data. Program reviews can go wrong in three ways: in the use of data; in the conduct of reviews; and in whether, and how, the results are used. The fallacies involved in each of these three areas are discussed, for example, the "single indicator fallacy," the "perfect data fallacy," and several kinds of false assumptions and comparisons. Also discussed is the question of how a program review can focus on educational outcomes rather than more traditional measures of inputs and efficiency. Three dimensions of the assessment of outcomes are explored: knowledge, skills, and attitudes. The primary value of an outcomes approach is considered to be its focus on the goals of higher education. (KM)

ED 310 666 HE 022 767

Holmes, David R.
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
REPORT NO.- ISBN-0-87451-469-X
PUB DATE- 89
NOTE- 300p.
AVAILABLE FROM- University Press of New England, Hanover, NH 03755 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Activism; Case Studies; *Civil Liberties; *Communism; Dissent; Educational Environment; Government (Administrative Body); Government Role; Government School Relationship; Higher Education; Intellectual Freedom; Political Attitudes; Social Behavior; Social Values
IDENTIFIERS- Blacklists; *McCarthyism; *Novikoff (Alex); University of Vermont

The mechanics of McCarthyism are explained via a detailed case study of Alex Novikoff who was fired from the University of Vermont in 1953 after taking the Fifth Amendment in connection with FBI and Congressional investigations of his earlier membership in Communist groups at Brooklyn College. Despite McCarthy's stated commitment to academic freedom, the nation's colleges and universities succumbed to anti-Communist furor during the late 1940s and early 1950s. Hundreds of professors lost their jobs, thousands more shunned controversy in order to retain theirs, and hundreds of thousands of students learned that dissidence was dangerous and criticism of the status quo unwise. This investigation of McCarthyism looks at institutions as well as individuals, bureaucratic procedures, and political ideologies. Nine chapters focusing on Novikoff's case are as follows: origins of political activism; consequential acts; confronted by the anti-Communists; disengagement and retreat; inquisition and the unraveling of a life; exposure and notoriety; the first ripples of dissent; the final hearing; and remaking a life and career. Three appendices provide the following: important names in the Novikoff life story; security history of Alex Novikoff; and special sources. (SM)

ED 310 694 HE 022 799

McGuire, Michael D.; Price, Jane A.
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
PUB DATE- May 89
NOTE- 39p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, May 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aging in Academia; *Attrition (Research Studies); *College Faculty; Employment Patterns; Higher Education; Institutional Survival; Models; Personnel Needs; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand

Faculty replacement needs for the next 15 years are projected at a multi-institutional level within the context of a simulated attrition model. Study participants are members of the Higher Education Data Sharing Consortium. The first study phase consisted of summary data from 60 institutions on mean age, standard deviation, and median age of full-time faculty by rank. The second phase involved faculty attrition ratios such as the annual rate of faculty loss for each of several reasons. Another statistic from the colleges was the anticipated annual rate of overall faculty growth over the next several years. The third phase, formulation of the faculty replacement needs model, relied on attrition ratios and on actual faculty age distributions. Results suggest that: (1) the next 15 years will see a steep increase in the annual net loss of college faculty, with replacement exacerbated by growth in the overall size of the professoriate; (2) the distribution of current age, retirement year, total retirees, total net loss, total new hires, and the summary ratios are similar because retirees account for most of the year-to-year variability in these measures though only 17-37% of total net faculty loss; (3) faculty aging, retirement, and attrition appear to have a differential impact on various academic departments; and (4) probable needs in the late 1990s and beyond may be even greater than those projected if the quality of instruction and research at American colleges and universities is to be maintained or enhanced. An appendix describes departmental clustering (humanities, sciences, social sciences, and other). Tables and charts are included. The paper contains 14 references. (SM)

ED 310 751 IR 013 952

Computer Networking in Japanese Education Today. AVE in Japan No. 27.
Japan Audio-Visual Education Association, Tokyo.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; *Computer Networks; *Databases; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Information Dissemination; *Information Needs; Lifelong Learning; Microcomputers; Models; Postsecondary Education; *Telecommunications
IDENTIFIERS- *Japan; Japan Audiovisual Education Association

The Ad Hoc Council on Educational Reform pointed out in 1987 that Japanese education must prepare for the ever-increasing information needs of the future, and in 1988, a proposal for the development of information networks was published by the Ministry of Education, Science, and Culture. This proposal recommended the utilization of a wide range of media in support of lifelong learning activities and the establishment of such systems in various localities. Three models for information dissemination using personal computer communications (at the school, regional, and national levels) are described in the first section of this document. The remaining four sections describe currently-existing information networks throughout the country, including: (1) the Audiovisual Public Board (AV-PUB) System, a telecommunications system comprised of a database on audiovisual materials and a bulletin board for exchanging information related to audiovisual education; (2) commercial computer networks throughout Japan (used primarily by teachers, boards of education, and researchers); (3) computer networks established by local boards of education and similar organizations; and (4) the Academic Information Center System, which provides online databases and an electronic mail service for universities and research institutions throughout Japan. Fifteen figures are included in this document. (GL)

Estes, Bettie
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25.
Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Atlases; Biographies; *Databases; Dictionaries; Directories; Elementary Secondary Education; Encyclopedias; Guides; Indexes; *Learning Resources Centers; *Library Collection Development; Microcomputers; Multilingual Materials; *Online Systems; Optical Data Disks; *Reference Materials; *School Libraries

These two annotated bibliographies list reference materials for the secondary school and elementary school levels. Each bibliography contains entries arranged alphabetically by title under Dewey Decimal Classification headings, i.e., 000s through 900s. Entries consist of the title, author/published, publication date, and cost; elementary-level entries also include their International Standard Book Numbers (ISBN). Entries considered to be basic to collections of all sizes are marked with an asterisk. A one- or two-line annotation points out unique features, recommends appropriate applications, and occasionally suggests a specific age group for its use. The elementary-level reference materials include approximately 100 books, about 40 of which are marked with an asterisk. The secondary level materials include approximately 300 books and microforms, about 60 of which are marked with an asterisk. The secondary level listing also includes a separate list of 35 biographical sources and a list of 14 online, CD-ROM, or microcomputer-based sources for reference information. (SD)

ED 310 806 JC 890 412

Kopecek, Robert J.
President's Role in Economic Development.
PUB DATE- 1 Dec 88

NOTE- 13p.; Paper presented at the Annual Conference of the National Council for Resource Development (22nd, Washington, DC, November 29-December 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *College Presidents; Community Colleges; Community Development; *Economic Development; Regional Planning; *School Business Relationship; *School Community Relationship; Two Year Colleges

This document focuses on the role of community college presidents in the varied activities entailed by economic development. Specifically, the paper addresses those activities that involve the political, financial, and economic aspects of regional or county planning, marketing and financing. First, definitions are provided of two types of economic development: overt development, which involves attracting new industries to an area or stimulating the large-scale expansion of existing businesses; and the more low-key creation of a climate that enhances the efficiency, effectiveness, and competitiveness of a few new businesses. Next, the assertion is made that economic development is as much a political process within a community as a series of business decisions, and therefore, specific needs will be determined by local conditions. Also, the point is made that college presidents must establish strong ties with other local educational institutions in order to attract the business community. To support the assumption that presidents need to know what kind of environment they are in and what kind of growth they seek to foster, three situations are described with recommendations for presidential actions, namely: a rural community with an agricultural economic base; a suburban community; and an area recognizing the need for economic development, but with a college not traditionally involved in such activities. Finally, six elements required for economic development are described; they are: a broad-based mechanism that brings the community leadership togther; availability of competitively priced capital; access to Private Industry Council training opportunities; the availability of prime, competitively priced land; the provision of funds from state economic development initiatives to area businesses; and the establishment of a forum where regional business and economic issues can be addressed. (JMC)

ED 310 857 PS 018 242

Burts, Diane C.; And Others

A Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices.

PUB DATE- Mar 89

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; Comparative Analysis; Educational Practices; *Incidence; *Kindergarten Children; Primary Education; Questionnaires; *Stress Variables; *Teacher Attitudes; *Teaching Methods; Test Construction

IDENTIFIERS- *Developmentally Appropriate Programs

This preliminary study aimed to develop measures that could be used to differentiate kindergartens employing developmentally appropriate and inappropriate instructional practices, and explore the relationship between appropriate and inappropriate practices and stress behaviors of 37 kindergarten children. Four instruments were used to gather data: (1) a Teacher Beliefs Scale; (2) an Instructional Activities Scale; (3) a Checklist for Rating Developmentally Appropriate Practice in Kindergarten Classrooms; and (4) a Classroom Child Stress Behavior Instrument. The measures used were effective in identifying appropriate and inappropriate classes and measuring stress behaviors. With regard to the more substantive findings, results indicated that children in the developmentally inappropriate class exhibited significantly more stress behaviors than did children in the developmentally appropriate class. They also displayed higher frequencies of stress behaviors during whole group and workbook and worksheet activities. Children in the developmentally appropriate class had higher levels of stress during center time and transition activities, but spent much more time in center and transition activities than did children in the other class. Gender differences were also noted. (RH)

ED 310 962 SO 020 181

Rosenblum-Cale, Karen

Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0680-1
PUB DATE- 87
NOTE- 50p.; Produced in cooperation with the NEA Mastery in Learning Project.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT (Stock No. 0680-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; *Creative Thinking; *Critical Thinking; *Educational Strategies; Elementary Secondary Education; Logical Thinking; Problem Solving; *Social Studies; *Teaching Methods
IDENTIFIERS- *Thinking Skills

Critical or creative thinking is simply thinking of a higher order by persons informed by fact and logic, insight and empathy. It is necessary for problem solving, invention, and achievement. Every child has the ability to be a thinker. Thinking is an act and, as such, improves with practice. The curriculum and the teacher can help student thinking in several ways: (1) The teacher can set up projects that require thoughtful planning and execution. (2) Encouragement can be offered by the teacher when children try to exercise their mental powers. (3) Students can be given constructive feedback--the classroom should be an arena in which students are active and dialogue takes place. (4) Quantitative results can be downplayed without neglecting standards. (5) A key word should be cooperation--students should see themselves, not others, as the primary competitor. A brief review of the literature is provided, followed by a discussion of the kind of classroom environment that promotes thinking. The document then describes the social studies curriculum grade by grade and discusses, using concrete examples, how critical thinking can be integrated into the learning process. A 28-item bibliography is included. (JB)

ED 311 006 SP 031 250

Goodlad, Sinclair; Hirst, Beverley
Peer Tutoring. A Guide to Learning by Teaching.
REPORT NO.- ISBN-0-89397-342-4
PUB DATE- 89
NOTE- 184p.; First published in 1989 by Kogan Page Ltd., England.
AVAILABLE FROM- Nichols Publishing, PO Box 96, New York, NY 10024 ($28.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Improvement; *Interpersonal Relationship; *Peer Teaching; Remedial Instruction; Small Group Instruction; *Teaching Methods; *Tutoring

Peer tutoring is the system of instruction in which learners help each other and learn by teaching. Tutoring schemes have been used in a variety of contexts--with students teaching students, students teaching school pupils, non-professional adults teaching adults and children, and pupils teaching pupils. This book: (1) describes specimen tutoring schemes; (2) analyses objectives; (3) outlines research findings on the effectiveness of peer tutoring; (4) indicates how tutoring can be developed in schools and in higher education; (5) considers one major tutoring scheme in detail ("the Pimlico Connection"); and (6) offers practical suggestions on how to set up a peer tutoring scheme. (JD)

ED 311 040   SP 031 508

Hoffman, Ellen
Teachers and Community Service: A Plus for Both.
Education Writers Association, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 87
NOTE- 68p.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Ave. NW, Suite 310, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Elementary Secondary Education; *Multiple Employment; Nonprofit Organizations; *Public Agencies; *Summer Programs; *Teacher Employment; Teacher Recruitment; Teacher Salaries
IDENTIFIERS- Service Plus Program; Tennessee (Bedford County)

"Service Plus" was designed as a pilot program to employ teachers in Bedford County, Tennessee over the summer to supplement their income and to develop services the community needed. Operating every summer since 1984, the program has provided employment to teachers in positions in the local human services, parks and recreation, juvenile services, and employment service agencies, a Congressman's office and the Shelbyville city manager's office. The philosophy of the program is based on the fact that teacher salaries are low and it is important for them to have the opportunity to earn extra income in summer jobs that are consistent with their training and expertise. One objective of the program is to recruit and retain quality teachers for the county schools. Following a description of the program and the activities of its participants, some recommendations are made for further development and expansion of "Service Plus" and similar summer employment programs for teachers. (JD)

ED 310 709 HE 022 850

Benn, Jennifer
Foundation Grants Handbook.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Mar 88
NOTE- 15p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Finance; Financial Aid Applicants; *Grants; Grantsmanship; Guides; Higher Education; *Philanthropic Foundations; *Private Financial Support; Proposal Writing; School Support

A handbook of foundation grants information is provided. Today, there are nearly 25,000 foundations that support a wide variety of activities. On the average, foundations give educational institutions 37% of each grant dollar for requests ranging from capital support to program development and research. Because every foundation is unique, it is important that the prospective applicant or campus sponsored programs or grants officer complete several steps before presenting an idea to the foundation or writing a formal proposal. Four sections focus on the following: what foundations support (independent foundations, company/corporate sponsored foundations, community foundations, and operating foundations); how to identify potential foundations (exploring the possibilities and narrowing the list); coordination and commitment; and presenting the idea (initial contact and formal proposals). Even with careful preparation, not all proposals submitted to foundations will be funded. If a proposal is turned down, another try is suggested (first finding out why the proposal was not funded and asking for ideas on how to improve the presentation of the idea). Two appendices are: suggested resources (directories, grants listings, and corporate giving) and the Foundation Center Cooperating Collections Network (listed by state). (SM)

Beasley, Augie E.; Palmer, Carolyn G.

Communications: There's Nothing to It But To Do It.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Design Requirements; Elementary Secondary Education; *Material Development; *Media Specialists; *Production Techniques; *Program Descriptions; *Program Development; *Public Relations; Reports; Visual Aids

Intended for use by media specialists, this report presents techniques for effective communication and suggests ways of reaching out to various groups. Guidelines are provided for the production and distribution of semester reports on the school library media program, together with suggestions for the development of program goals and objectives, and ideas for the development of displays, centers, or bulletin boards. Suggestions for reaching out with media to faculty, students, administrators, and the community conclude the report. (EW)

ED 310 779 IR 052 849

Brandhorst, Ted
What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
ERIC Processing and Reference Facility, Rockville, MD.
PUB DATE- 29 Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Databases; *Cataloging; Database Design; *Education; Indexing; *Information Retrieval; *Institutional Cooperation; Online Searching; Search Strategies; *Systems Analysis; Systems Development; User Needs (Information)
IDENTIFIERS- *ERIC

This paper reviews the services provided by the ERIC system and suggests ways to broaden its scope through coordination with other existing education databases. The first of four major sections chronicles the evolution of ERIC and explains why it has not been able to exercise true bibliographic control over the literature of education. The second section identifies and discusses four stages at which efforts could be made to coordinate the various education information databases: (1) coverage, acquisition, and selection; (2) processing; (3) finding the right database to search; and (4) retrieval. Examples of possible applications are included. The third section introduces and discusses the concept of a "federation" of education databases which would ensure that all domestic educational resources would be available to users through clearly delineated channels. It is suggested that ERIC could serve as a focus of such an organization. The concluding statement reiterates the ERIC Facility's belief that possibilities exist at many levels for helping to coordinate the activities of the various education information databases, and suggests that they should be divided into primary education databases, where the focus of the database is education, and secondary education databases, where the focus is elsewhere, e.g., sociology, but that contain some education-related material. Four attachments to the paper provide a comprehensive list of types of printed and nonprint educational resources; an organizational chart showing ERIC as the focus of a national educational information system providing access to educational resources of all types; tables showing primary and secondary education databases, their printed form, source, coverage, online vendor, and online designation; and a summary of the paper for verbal presentation. (SD)

ED 310 830 JC 890 438

Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
Arapahoe Community Coll., Littleton, Colo.
PUB DATE- Jun 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Committees; Community Colleges; *Dropout Research; *Program Development; Questionnaires; Research Design; *School Holding Power; *Self Evaluation (Groups); Student Attitudes; *Student Attrition; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arapahoe Community College CO

This report describes the work of a college-wide committee on enrollment management appointed in the spring of 1988 at Arapahoe Community College (ACC), in Colorado, to investigate causes of student attrition. Chapter 1 lists the main points considered by the committee in their research, including a definition of student persistence, the requirements of a data collection system, student and college characteristics that affect retention, characteristics of successful and unsuccessful retention projects, and possible courses of action. This chapter also briefly reviews several articles used by the committee in developing its approach. Chapter 2 provides data on ACC's early alert system, in which instructors identify high risk students early in the term and contact these students by letter or phone, while chapter 3 identifies the characteristics of these high risk students, including whether they are of monority status, in the 24 or under age group, and enrolled full-time. Chapter 4 describes a follow-up study of no-shows to identify potential problem areas in the application/admissions process; while chapter 5 presents reasons that fall 1988 students gave for withdrawing, including conflicts with work, family illness, or transportation problems. Chapter 6 contains data from a survey of electronics students, including reasons for enrolling, grades received, and factors which contributed to withdrawal or failure. Chapter 7 describes a pilot survey designed to determine why students who attended in fall 1987 did not return in spring 1988; and chapter 8 provides data on retention for the 1987-88 and 1988-89 school years, indicating percentages of returning students by gender, educational goal, ethnicity, employment status, enrollment status, and major. Finally, chapter 9 lists the enrollment management committee's seven recommendations to improve student retention during 1989-90. (JMC)

ED 310 888 RC 016 740

Mariash, Leonard James

Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.

PUB DATE- Aug 83
NOTE- 187p.; Master's Thesis, University of Manitoba.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; American Indians; Attendance; *Canada Natives; Cognitive Measurement; *Cognitive Style; Correlation; *Cree; Elementary Secondary Education; Foreign Countries; Sex Differences
IDENTIFIERS- *Cree (Tribe); Learning Style Inventory; Manitoba (North)

This study used the Learning Style Inventory by Dunn, Dunn, and Price to identify learning style variables among school students in isolated Northeastern Manitoba communities. The importance of these learning styles to educational practice is discussed. The study sample consisted of Cree-speaking students enrolled in grades 4 through 10 at 3 randomly selected schools in Northeastern Manitoba. The Learning Style Inventory was administered to 422 students. The results indicated that 18 learning style variables were preferred by 25% or more of the students. There were no learning style variables which were preferred by all the students. Significant differences in learning style were found: among students in the three study sample schools; between males and female students; among students at different grade levels; among excellent, average, and below-average students; and among students with high, medium, and low school attendance rates. The importance of the identified learning styles focuses on four areas. First, although learning style trends were identified, all students were not described by these trends. Attention should be given to individual and group learning styles. Second, the results of this study are not readily generalizable to all Cree-speaking students. Third, student achievement would probably be accelerated had attention been given to the learning style differences noted. Fourth, below-average students and students with low rates of attendance may have learning styles which are not fully considered. Attention to the learning styles of these students may improve their achievement and attendance. (Author/TES)

ED 310 901 RC 017 171

Thomas, Margaret G.
A Portfolio of Community College Initiatives in Rural Economic Development.
Midwest Research Inst., Kansas City, Mo.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Apr 89
NOTE- 124p.
AVAILABLE FROM- Midwest Research Institute, 425 Volker Boulevard, Kansas City, MO 64110 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Change; *Community Colleges; Community Development; Community Education; Community Services; *Developmental Studies Programs; *Economic Development; Postsecondary Education; Rural Areas; *Rural Development; *Rural Economics; Rural Education; School Community Relationship

Community colleges across the United States have initiated programs that are making an impact on the productivity of rural America and its residents. Profiles of 20 community and technical college initiatives in rural economic development are contained in this report intended for use by community and technical college administrators. The programs include the following: diverse approaches of training for rural cottage industry operators; grants for community organizers; grower co-ops; incubators without walls; rural diversified enterprise centers; venture capital networks; advanced manufacturing demonstrations; government procurement programs; farm business management programs; high technology specialization; rural leadership conferences; service industry recruitment; economic development classes; workplace literary programs; and direct business startups. Each profile describes (1) the genesis of the program; (2) recruitment, delivery and staffing for the program; (3) participants; (4) funding sources; (5) linkages with traditional economic development organizations; (6) a local contact person; and (7) available materials. This report also summarizes 15 state rural development community-college-based programs in an appendix. (ALL)

ED 310 931 . SE 050 875

Mestre, Jose; And Others
Hierarchical Problem Solving as a Means of Promoting Expertise.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 9p.; Small, broken type in Figure 1 may not reproduce well.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Science; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; Decision Making Skills; Higher Education; *Physics; *Problem Solving; *Science Instruction; Undergraduate Study

This paper reports on the effects of structuring problem solving activities of novices in the domain of physics in a way consistent with the problem solving approaches used by experts. A total of 42 undergraduate students who completed a first semester physics course and received a grade of B or better participated in this study. The treatment involved five 1-hour sessions during which subjects solved a total of 25 classical mechanics problems using a hierarchical, computer-based, problem-analysis environment called the Hierarchical Analysis Tool (HAT). Two types of tasks were administered before and after treatment: (1) a problem-categorization task; and (2) a problem-solving task. The results indicate that the hierarchical approach to problem solving as exemplified by the HAT helped students to shift their decision-making criteria for problem categorization from one based on surface features toward one based on deep structure. Two implications from this study were discussed. Twelve references are listed. (YP)

ED 310 948 SO 019 723

Kealey, Robert J., Ed.
Apostolic Service Activities for Catholic Elementary School Students.
National Catholic Educational Association, Washington, DC. Dept. of Elementary Schools.
REPORT NO.- ISBN-1-55833-0099-7
PUB DATE- 88
NOTE- 50p.; This publication was made possible through a grant from the Father Michael J. McGivney Memorial Fund sponsored by The Knights of Columbus.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catholics; Catholic Schools; *Community Services; Elementary Education; *Elementary School Students; *Ethical Instruction; Moral Values; *Religious Education; Social Responsibility; *Student Participation
IDENTIFIERS- *Apostolic Service Activities

Over the last several years, educators have emphasized the need for students to become involved in service programs for others. An effective Catholic educational program must emphasize the message of the Gospel and encourage students to live in harmony and serve each other. Students who participate in service activities on a regular basis develop these qualities. The purpose of apostolic service programs is to help students acquire the Gospel values of justice to others, love of neighbor, and service to the world. Successful programs are developmentally appropriate, provide continual challenges, are part of real-life situations, and are sufficiently developed so that both students and teachers are fully prepared for the experience. Activities are described for primary, intermediate, and upper elementary grades students. They include collections, service in the school, and service outside the school. Addresses from which to obtain further information are provided. Primary grade activities include collecting for World Hunger Day, cleaning the school yard, and adopt-a-family programs. Activities for intermediate grade students include a walk-a-thon for the homeless, a big brother/big sister program within the school to assist younger students, and a foster grandparent reading and visitation program. Upper grade activities include a Christmas basket collection, cross-age tutoring, and service to the community kitchen. (GEA)

ED 311 022 SP 031 467

Zeldin, Shepherd; Bogart, Joanne
Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
Home and School Inst., Washington, D.C.
PUB DATE- Apr 89
NOTE- 10p.
AVAILABLE FROM- Policy Studies Associates, Inc., 1718 Connecticut Avenue, N.W., Suite 400, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Parent Education; Parent Responsibility; *Parent School Relationship; *Program Development; *Program Evaluation

The study reported in this paper examined issues in designing, implementing, and evaluating parent education programs, which are designed to promote home-school partnerships and to enhance the skills of caretakers in supporting their children's academic performance. The project included an evaluation of a set of parent education programs sponsored by the Home and School Institute (HSI), called New Partnerships for Student Achievement (NPSA). The study addressed three questions: (1) What do existing research and theory identify as the primary components of effective parent education programs? (2) What are the strengths and weaknesses of the NPSA programs? and (3) What can be learned from the NPSA programs for the design, implementation, and evaluation of parent education programs? The study included a review of relevant research and theory, a reanalysis of HSI's data from the NPSA programs, and interviews with HSI staff and program coordinators. (JD)

ED 310 681 HE 022 786

Kaneko, Motohisa
Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
SPONS. AGENCY- Hiroshima Univ. (Japan). Research Inst. for Higher Education.
PUB DATE- Mar 89
NOTE- 130p.
AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Higashi Senda-Machi, Naka-Ku, Hiroshima 730, Japan.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Educational Finance; Federal Aid; Financial Needs; *Financial Support; Foreign Countries; *Higher Education; *Public Support; School Support; Student Financial Aid
IDENTIFIERS- *Japan

Information on financing higher education in Japan is presented in the hopes that knowledge of the experiences in various countries and their analysis could benefit the efforts for finding future directions around the world. Financing of higher education is attracting international attention and is caused by demographic trends in many developed nations, fiscal stringency, and the conspicuous decline of equity as a social goal. These factors and others have helped erode one of the major rationales for greater public support of higher education. Thus, the public is reluctant to expand government expenditures for higher education. Three chapters are as follows: (1) outline of higher education finance (the higher education system, government expenditures and their flow, institutional finances, and student support); (2) issues and recent reforms (historical background, finance of public institutions, public subsidy to private institutions, and non-institutional subsidies); and (3) evaluation and prospects (consequences of the changes since 1970, environmental changes in the future, and prospects). A statistical appendix provides tables on the higher education system and government expenditures, finances of higher education institutions, and financial aid and economic life of students. Contains 19 references. (SM)

ED 310 738 IR 013 931

Five-Year Technology Plan. Educational Planning Center.
Virginia Beach City Public Schools, Va.
PUB DATE- Dec 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Computer Assisted Instruction; *Computer Uses in Education; *Database Management Systems; *Educational Innovation; *Educational Planning; Elementary Secondary Education; Information Technology; Library Automation; Long Range Planning; Microcomputers; School Administration; Videodisks
IDENTIFIERS- Virginia Beach Schools VA

This 5-year plan is based on "A Comprehensive Plan for Instructional and Administrative Use of Computers in the Virginia Beach Public Schools" ("The Pogrow Report," completed in December 1984) and the "Task Force Report on Information Systems" (completed in July 1988). These reports document the importance of making better use of data, voice, and video technologies to increase staff productivity and student learning. This plan is based on the belief that technology should be applied to the areas of greatest need, in administration as well as instruction. The plan includes a comprehensive student data management system as the highest priority in order to significantly reduce the amount of time teachers, principals, guidance counselors, and school office personnel spend managing student attendance, grade reporting, records, and scheduling, and to free them to spend more time on matters directly related to instruction and student learning. Appendixes include: (1) an implementation plan outlining objectives, dates for implementation, and costs; (2) an organizational chart of personnel involved in implementation; and (3) a 5-year budget summary. (GL)

ED 310 766   IR 014 251

Linking for Learning. A New Course for Education. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-SET-439
PUB DATE- Nov 89
NOTE- 31p.; For related documents, see IR 014 250-252.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Computer Assisted Instruction; *Distance Education; Educational Innovation; *Educational Planning; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Regulation; Higher Education; Instructional Effectiveness; State Action; State Surveys; Teacher Education; Teacher Role; Technology Transfer; *Telecommunications
IDENTIFIERS- *Office of Technology Assessment

The Office of Technology Assessment (OTA) of the U.S. Congress was asked to analyze various technological options for distance education, examine current developments, and identify how Federal, State, and local policies could encourage more efficient and effective use of technology in education. Findings of the study, summarized in this brief report, include: (1) use of distance education in elementary and secondary education has increased dramatically over the past 5 years, but many students and teachers still do not have access to needed but distant experts and information; (2) rapid advances in technology are creating distance learning systems that are powerful, flexible, and increasingly affordable, but no one technology works for every application; (3) in most instances, distance learning appears to be as effective as face-to-face instruction in the classroom; (4) while reaching a small number of teachers today, distance learning will greatly affect the teaching force of tomorrow, requiring further training and institutional support; (5) state education agencies are both gatekeepers and catalysts for distance education; (6) federal and state regulations guiding the development of telecommunications infrastructure and services significantly affect distance education; and (7) federal funding for distance education has been important but modest. Four factors that will most affect the future of distance education are telecommunications policy; research, evaluation, and dissemination; support for teachers; and expansion of the infrastructure. (GL)

ED 310 818 JC 890 426

Grosset, Jane; Hawk, Thomas R.
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Sep 88
NOTE- 29p.; For a related report, see JC 890 427.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Evaluation Methods; *Institutional Research; Program Effectiveness; *Self Evaluation (Groups); Student Attrition; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA; *Tinto Theory

This paper presents a status report on efforts to assess institutional effectiveness at the Community College of Pennsylvania (CCP). Part I provides a description of the methodological and procedural considerations which have guided efforts to understand institutional effectiveness. First, a description is provided of the conceptual foundation for assessment, which emphasizes examining educational effectiveness from both the student and college perspectives, understanding students' educational goals, and determining cognitive and non-cognitive outcomes for students. Next, eight positive effects of institutional research efforts are described, including the development and implementation of a set of all-college performance indicators, the design of new and continuing student goal statements, and the redesign of the program and discipline audit process. Part I concludes with challenges and future directions of CCP's assessment efforts. Part II highlights some of the major institutional strengths and concerns identified in the first 3 years of assessment, including: (1) students reported greatest progress in developing communication skills and self-confidence; (2) CCP students entered the job market with relative ease and at salaries reflective of the economic value added by the college; (3) completion of a degree did not always mean improved performance at a transfer institution, and transfer performance varied across programs; and (4) all students reported dissatisfaction with the opportunities for integration into the campus life. Finally, part III provides a framework for future efforts in examining student academic progress at CCP, focusing on Tinto's model of student attrition. This model maintains that students who are more involved in a college's academic and social life are more likely to persist and to have higher levels of personal/academic growth than less involved students. The report concludes with an application of Tinto's theoretical framework to CCP students and a future research agenda. A 17-item bibliography is included. (Author/JMC)

ED 310 843 PS 017 980

Neimark, Edith D.; And Others

The Growth of Values: Who Is Admired and Why?

PUB DATE- 30 Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *College Students; *Elementary School Students; Higher Education; Intermediate Grades; Parochial Schools; Private Education; Public Education; *Sex Differences; *Values
IDENTIFIERS- *Admiration

This study examined the kinds of people students admire and the criteria for their admiration. Large numbers of fourth and fifth graders and college students wrote brief essays in which they named individuals they admired and gave their reasons for naming the individuals. The following year, children in grades 2-6 in several schools wrote about the person or persons they most admired and the reasons for their admiration. Many children wrote about admiration of an entertainer or sports figure. Their justification for the nomination often focused on the skill and competence of the individual. For example, many girls admired Debby Gibson because she writes her own songs and has achieved success in her teens. More commonly, children admired one or both parents or a relative or teacher. The admiration of parents and other relatives and friends persisted in college students, and their justification shifted from what the parent did for the child to the admirable qualities of the parent. (RJC)

ED 310 873 PS 018 283

Friendly, Martha
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.

Toronto Univ. (Ontario). Centre for Urban and Community Studies.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto.
PUB DATE- Jun 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Characteristics; *Day Care; Early Childhood Education; Foreign Countries; Guidelines; *Needs Assessment; Resource Materials
IDENTIFIERS- Ontario

These materials have been prepared to help communities identify child care needs and appropriate services or policies for meeting those needs. The materials can be used by community groups to answer two questions: (1) Is there a need for child care in a specific community? (2) What kinds of child care services or policies would be most useful for that community? After a definition of child care needs assessment and a presentation of reasons for assessing such needs, content focuses on 10 steps to be included in a child care needs assessment: (1) establishing a planning committee; (2) defining the purposes of the needs assessment; (3) specifying the objectives; (4) assessing resources; (5) identifying the information which will be needed; (6) choosing research methods; (7) estimating costs; (8) collecting data; (9) analyzing and interpreting data; and (10) reporting results. (RH)

ED 310 915 SE 050 840

Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States.

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

REPORT NO.- ISBN-0-309-03639-9

PUB DATE- 86

NOTE- 154p.; For another publication in this series see SE 050 841. Tables and charts with small print may not reproduce well.

AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($15.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Databases; *Diagrams; *Engineering; *Engineering Education; *Engineers; Higher Education; Labor Force; Models; Schematic Studies; Scientific Personnel

This report forms an integral part of a study conducted by the Committee on the Education and Utilization of the Engineer, under the auspices of the National Research Council. Five major tasks undertaken by the panel were: (1) defining engineering; (2) determining influences on the engineering community, including external influences and internal factors; (3) developing schematic flow diagrams that include the major sources, flows, and activities of the engineering community; (4) developing and describing a first-order model of the engineering community; and (5) providing an overview and assessment of 14 data bases used in the development of the diagram and model. "The Definition of Engineering and of Engineers in Historical Context"; "Trends in Engineering Enrollments and Degrees Granted"; and "Flow Diagrams" are provided in the appendices. (YP)

ED 310 977 SO 020 212

Excellence in Social Studies Education: The Foundation of Active Citizenship.
Massachusetts Council for the Social Studies, Waltham.; Massachusetts State Dept. of Education, Boston.
REPORT NO.- 4M-2-89-808441
PUB DATE- Feb 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Responsibility; *Curriculum Development; *Curriculum Enrichment; Elementary School Curriculum; Elementary Secondary Education; Information Sources; Instructional Improvement; Secondary School Curriculum; *Social Studies; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- *Massachusetts

Social studies programs have not received the attention they deserve in the last decade. This document is meant to help Massachusetts school districts strengthen the teaching of social studies at all grade levels. The rationale section offers direction about the need for and the primary purpose of social studies education, namely citizen education. The section on teaching social studies at different grade levels clarifies the purpose and scope of social studies education at the elementary, middle, and high school levels. Elementary instruction should attempt to develop students' understanding of themselves and their immediate environment. Middle school instruction should expand on what was learned in the elementary grades and demonstrate principles of democracy. High school instruction should attempt to teach students the concepts, understandings, attitudes, skills, generalizations, and specific knowledge necessary for an individual to function in a positive and contributory fashion in a democratic society. The section on subject areas reviews the key concepts and principles of each of the social studies disciplines. The section on effective teaching strategies offers definitions and rationales for several alternative teaching strategies such as critical thinking, guest speakers, independent study, oral history, and student government. These strategies are important because too much emphasis is placed on lectures and textbooks. The resource section is a directory of noncommercial resources that might be useful to teachers. (JB)

ED 310 991   SO 020 236

Sperry, Robert
Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles.
PUB DATE- Feb 89
NOTE- 23p.; For related documents, see SO 020 237-238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Catholic Schools; Educational Development; Elementary Secondary Education; *Foreign Countries; *Libraries; Mathematics Education; Physical Education; *Public Education; School Administration; Science Education; Vocational Education
IDENTIFIERS- Pacific Islands; *Solomon Islands

The Solomon Islands are a scattered Melanesian archipelago in the southwestern Pacific Ocean. There are 21 large islands and numerous smaller ones with a total population of 285,766 in 1986. About two-thirds of school-age children attend organized schools. The literacy rate of the islands was reported at 17 percent in 1980. Approximately 30 percent of the 1,000 primary school teachers are untrained, and another 20 percent have received only minimal training. The National Library contains 22,000 volumes. Most other libraries are located in schools and government departments and are much smaller than the National Library. The bibliography contains 207 items written in English and relating to education and libraries in the Solomon Islands. (JB)

ED 311 007 SP 031 348

Paese, Paul C.
Systematic Observation Techniques To Improve Teaching.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Cooperating Teachers; Elementary Secondary Education; Evaluation Criteria; Feedback; *Field Experience Programs; Higher Education; *Interaction Process Analysis; Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teacher Supervisors; *Supervisory Methods; Teacher Effectiveness

This paper addresses professionals involved in field based teacher education. The emphasis is upon the role of the student teacher supervisors. Current research on supervision is discussed as well as models of supervision, teacher effectiveness research, and systematic observation techniques. The outline of examples on models of supervision covers clinical supervision, counseling, and instructional supervision. An outline is also provided of competencies for student teachers as determined by research on teacher effectiveness. The outline of methods for observing student teachers includes event recording, duration recording, interval recording, and planned activity check recording, with examples given of recording techniques for each. It is noted that the use of systematic observation will lead to student teaching evaluations that can determine specific strengths, weaknesses, and imorovements made during the student teaching experience. (JD)

ED 310 653 HE 022 713

Ewell, Peter T.
Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 85
NOTE- 17p.
AVAILABLE FROM- NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302-9752 ($7.00).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Administrative Organization; College Administration; College Instruction; *Educational Change; Higher Education; *Instructional Improvement; Instructional Leadership; *Leadership; Leadership Responsibility; Organizational Change; *Outcomes of Education; Student Improvement; *Undergraduate Study

The need for improvement in undergraduate general education, as well as the need for colleges and universities to test student knowledge and ability on a systematic basis, is discussed. Four obstacles to improved undergraduate effectiveness are pinpointed: (1) lack of visible commitment; (2) fragmented responsibility; (3) lack of incentives for improvement; and (4) lack of acceptable information about outcomes attained. In order to improve undergraduate instruction, academic leaders must change organizational structure and provide clear incentives. Several proven "levers" available to academic leaders to effect the necessary changes are discussed. Five broad directives, drawn from the experience of institutions that have tried new approaches to improving undergraduate instruction, are given to state and campus leaders: insist on concrete information about student learning and development; create visible centers for improvement; create incentives for improvement; concentrate on the level of actual student experience; and use external requirements as opportunities for improvement. (KM)

ED 310 667 HE 022 771

Wechsler, Harold, Ed.
Higher Education Advocate. Volume VI, Number 1-12.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 54p.; For related document, see HE 022 772.
AVAILABLE FROM- National Education Association, 1201 Sixteenth St., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advocacy; Educational Assessment; *Higher Education; National Programs; *Organizational Effectiveness; Organizational Objectives; Planning; Politics; *Public Policy; Social Action; Urban Universities
IDENTIFIERS- *National Education Association; Texas

Twelve issues of the National Education Association's (NEA) newsletter for NEA members in higher education focus on the following subjects: (1) NEA endorsement of Dukakis candidacy, and organizing at Southern Illinois University; (2) Dukakis STARS plan: a solid solution, and the Dukakis advantage; (3) the 100th Congress: praise from NEA, and the NEA health information network; (4) Texas: terminations, turmoil, and TFA (Texas Faculty Association), organizing in Texas, and accreditation in higher education: the NEA role; (5) the NEA higher education conference for 1989, and pay equity in Florida; (6) TIAA-CREF (Teachers Insurance, and Annuity Association and College Retirement Equities Fund) reform and NEA and TIAA-CREF; (7) the humanities: on the offensive, and the urban university; (8) NEA community college governance policy and academic alliances; (9) assessment: the NEA perspective, and the right wing on campus; (10) new report on higher education NEA state affiliate relations, and behind the new affiliate relations work group report; and (12) leadership elections top NEA Representative Assembly agenda, and turmoil in China. (SM)

ED 310 695 HE 022 800

Promoting Quality through Leadership. General Session Presentations at the Annual Forum of the Association for Institutional Research (28th, Phoenix, Arizona, May 15-18, 1988).
Association for Institutional Research.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Administration; Educational Improvement; *Educational Quality; Excellence in Education; Higher Education; *Institutional Research; *Leadership Responsibility; Research; School Effectiveness

Information from the 1988 annual forum of the Association for Institutional Research (AIR) is presented. The focus is on interests, roles, and responsibilities of AIR members. Speakers focus on the theme of promoting quality through leadership, looking at the important role of managerial leadership in the development, implementation, and measurement of quality education. Papers are as follows: "The Importance of Education in International Competition" (keynote address, Lester C. Thurow); "Leadership in American Culture" (Barbara Kellerman); "Living Nervously: Institutional Research as the President's Bodyguard" (John S. Daniel); and "The Careers of AIR Members" presidential session (Laura E. Saunders, William F. Lasher, Joseph T. Sutton, and Lois E. Torrence). (SM)

ED 310 723 IR 013 824

Beasley, Augie E.; Palmer, Carolyn G.
Making It with Media. Transparency Design.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; Elementary Secondary Education; Guidelines; *Letters (Alphabet); Material Development; Media Specialists; Overhead Projectors; *Production Techniques; *Transparencies; Visual Aids

This guide to the design and production of overhead transparencies begins with a matching test of related terminology and definitions. Introductory materials include an outline of advantages and disadvantages of using transparencies; a list of recommended uses of the overhead and transparencies; tips for overhead presentations; general presentation techniques; criteria for evaluating transparencies and presentations; and suggestions for the storage of transparencies. Different types of transparencies are then described and guidelines for transparency design are provided. Mounting, masking, and overlaps are also described, as well as lettering techniques for schools and media centers. Instructions are provided for reducing pictures with the overhead projector, using an opaque projector to produce lettering, free cutting letters, and creating a visograph, i.e., a transparent-faced display pocket with one open edge. The list of resources that concludes this guide includes the names and addresses of suppliers of various materials, including art supplies, clip art, lettering, transparency films and pens, stencil guides, transparency tape, and dry transfer letters. (EW)

ED 310 752 IR 013 954

Munro, Jane
The Discourse of Dropout in Distance Education: A Theoretical Analysis.
PUB DATE- 87
NOTE- 11p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (7th, Calgary, Alberta, Canada, May 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Deduction; *Distance Education; *Dropout Research; *Dropouts; Generalization; Induction; Literature Reviews; Open Universities; Postsecondary Education; *Research Problems; Theories
IDENTIFIERS- Grounded Theory

Research studies trying to understand, predict, and control dropout from distance education display various points of view and quite a few build on one another at a conceptual level, but their findings are rarely generalizable outside the situations in which the research is conducted. Although academics claim that new work on dropout should be based on theory appropriate to distance education, dropout is a single symptom with multiple causes, and a deductive analysis based on almost any reasonable model (let alone a fully-developed theory) is likely to explain only a small portion of dropout. An inductive approach (such as the use of grounded theory) might produce more practical information about dropouts even if it did not clarify theoretical issues in distance education. A review of the existing literature suggests that, besides the negative implications, dropout can be a healthy choice for a mobile or independent learner. Such a review raises a number of unanswered questions about dropouts in positive and negative circumstances and takes the researcher into the broader social context of education where theory from such disciplines as sociology, anthropology, political science, or economics (rather than psychology or curriculum design) might prove meaningful. By using these new frameworks to examine the nature of discourse of dropout in distance education, researchers may recognize ways to reconceptualize the problem and collect data that will speak less from the registrar's point of view and more about the experience of students. (41 references) (GL)

ED 310 793 IR 052 870

Collis, Betty
Using Information Technology To Create New Educational Situations.
PUB DATE- Apr 89
NOTE- 20p.; Paper presented to the UNESCO International Congress on Education and Informatics (Paris, France, April 12-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Educational Change; Educational Environment; Elementary Secondary Education; Foreign Countries; *Information Technology; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Israel; United States

This report, which is not intended to be an exhaustive commentary, reviews and discusses educational applications of information technology (IT) at the elementary and secondary levels. Each of the six topical sections of the report discusses the instructional potential of information technology, realization of the potential, and predictions for the future. The first section addresses new resources, e.g., computer software, to support learning by individualizing instruction; bringing the outside world into the classroom; accessing vast amounts of information; processing complicated data; and providing microworlds, i.e., some kind of bounded universe, for student exploration. The second section approaches the expansion of computer and information sciences as a new curriculum situation, particularly at the secondary level, assesses its current success, and suggests other uses for its tools than are typically offered in schools. The next two sections evaluate changes in the organization of student interaction during learning experiences and additional changes in the role of the teacher. One such change may relate to the move from textbook-related class preparation to teachers creating their own instructional materials, using IT to design and create courseware. The fifth section discusses changes in the physical organization of educational situations within the traditional school building, and the sixth section describes changes in the macro-organization that IT has the potential to create. (21 references) (SD)

ED 310 858 PS 018 245

Hyson, Marion C.; And Others
The Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Anxiety; *Classroom Observation Techniques; Creativity; Early Childhood Education; Family Characteristics; Individual Characteristics; *Kindergarten; Kindergarten Children; Preschool Children; *Preschool Education; *Test Construction; *Test Reliability
IDENTIFIERS- *Developmentally Appropriate Programs; *Internal Consistency; Program Characteristics

This article reports on the development, internal consistency, and reliability of a new preschool and kindergarten classroom observational measure based on NAEYC's Guidelines for Developmentally Appropriate Practices. The Classroom Practices Inventory (CPI) is a 26-item rating scale tapping the curricular emphasis and emotional climate of programs for 4- and 5-year-old children. The scale demonstrates a high degree of internal consistency. Over half the measure's variance is accounted for by a factor tapping encouragement of curiosity, creativity, and provision of concrete materials. In a study of 10 preschool programs, CPI scores correlated significantly with teachers' and parents' educational attitudes. Modest relationships were found between the CPI scores of children's preschools and measures of academic skills, creativity, and anxiety. It is concluded that the CPI appears to be a promising measure for examining developmentally appropriate practices in early childhood education, especially programs providing formal academic learning experiences. The wide range of scores and their association with other school, parent, and child variables indicate that the CPI is sensitive to important differences in curriculum and teaching practices in early childhood programs. (RH)

ED 310 932　　　　　　　　SE 050 876

NASA and the Educational Community. An Inventory of Programs.
National Aeronautics and Space Administration, Washington, DC. Educational Affairs Div.
PUB DATE- Aug 88
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Science; Elementary Secondary Education; *Employment Programs; Higher Education; Institutes (Training Programs); Minority Groups; *Outreach Programs; Public Education; Science Education; Science Interests; *Science Programs; *Science Teachers; *Scientific Enterprise; Scientific Personnel; Secondary School Science; Space Sciences; Workshops
IDENTIFIERS- *National Aeronautics and Space Administration

This document describes 162 National Aeronautics and Space Administration (NASA) educational programs. Each program description has been placed in one of five categories based on a dominant feature or program objective. These include: (1) elementary and secondary (59 programs); (2) university (37 programs); (3) minority outreach (30 programs); (4) employment (19 programs); and (5) public education (17 programs). The title, level, brief description, number of participants, cost, organization, and funding organization are listed for each program. An executive summary and an overview are provided for each category. (YP)

ED 310 963 SO 020 182

The Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Day Care Centers; *Educational History; *Educational Trends; Foreign Countries; *Government School Relationship; *Kindergarten; Preschool Children; Preschool Education; Preschool Teachers; Teacher Education
IDENTIFIERS- Froebel (Friedrich); *West Germany

In our modern industrial society, kindergartens are an indispensable, independent educational facility for children. Priority is given to the all-round, comprehensive promotion of children's natural resources rather than to subject-tied programs. German educator Friedrich Frobel (1782-1852) developed the concept of kindergarten, attaching great importance to free, creative activities as a foundation for more rational schooling in order to develop Lebenseignung (fitness for life). Basic reform in the content of kindergarten work was initiated in the 1970s, characterized by the concepts of social learning and elementary social education. As the state and local governments have considerable autonomy in youth welfare measures, there exists an extraordinary variety of programs. Kindergarten staff are trained through a variety of courses in college or vocational schools. There is a new commitment to providing more flexible hours for kindergartens, and for kindergartens to function as children's centers, combining day care with educational intent. The integration of handicapped children into kindergartens is also being pursued. The special problems of the children of foreign parents call for open-mindedness and a knowledge of the contemporary socio-cultural environment. Addresses of authorities and bodies concerned with kindergarten education, a list of 16 references, and a German-English glossary of keywords are included. (PPB)

ED 311 041 SP 031 511

A Guide to Developing Communication across the Curriculum.

Iowa State Dept. of Education, Des Moines.

PUB DATE- May 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audience Awareness; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Feedback; *Group Dynamics; Interaction; *Interdisciplinary Approach; Language Skills; Social Cognition; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Iowa

This guide was designed to help teachers consider the essential nature of communication in the teaching-learning process and to share responsibility for communication across the curriculum. The guide has four sections. The first section examines the role of communication in one teacher's classroom. A discussion of this teacher's belief that learning and communication are inseparable serves as the framework for introducing a model of communication which uses concentric circles to emphasize the interaction and integration of individual capacities, the elements of the communication process, and the audience. Goals for developing communication across the curriculum based on the model are presented. The second section identifies abilities and understandings that students use intuitively as they use language to learn and think in the classroom. The third section explores strategies for incorporating communication across the curriculum. This section suggests that interaction and active construction of meaning through language are important to all learning whether in or out of school. The fourth section discusses how the communication processes and skills used by students flow from the instructional activities in which they are involved and how they can be tailored to students' individual needs and abilities. A "Form for Analyzing Communication Abilities and Understandings Across the Curriculum" is appended to help teachers identify, monitor, and assess the communications skills they use. A bibliography of more than 200 references is included.(JD)

ED 310 874 PS 018 286

Kendall, Earline D.
Infant Group Care Risks.
PUB DATE- Jul 89
NOTE- 36p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *Communicable Diseases; *Day Care; Disease Control; Early Childhood Education; Guidelines; Health Materials; High Risk Persons; *Infants; *Prevention; *Resource Materials; Toddlers
IDENTIFIERS- *Infant Care

Children under 3 years of age who are in group care face special health risks. The U.S. Centers for Disease Control indicate the existence of a causal relationship between infant group day care and certain diseases that are spread through contact at day care centers. Children in group care who are still in diapers are especially vulnerable to hepatitis A, diarrheal diseases, and Hemophilus influenzae type b. Adults who contact these children are also especially susceptible to these diseases. Preventive measures include home care for non-toilet-trained children and scrupulous hand washing when infants are cared for in groups. Infant caregivers need information about precautions and appropriate procedures. Policy recommendations include: (1) improved state and federal regulation; (2) subsidy of infant day care; and (3) increased use and support of home care options. Nearly 50 references are cited. (Author/RH)

ED 310 902 RC 017 178

Root, Paul
School Improvement in Arkansas.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Change Strategies; Educational Change; *Educational Improvement; *Instructional Improvement; Public Schools; School Effectiveness; Secondary Education
IDENTIFIERS- *Arkansas

Since 1983, Arkansas schools have undergone vast changes to improve the quality of education in the state. The Arkansas State Supreme Court had ruled that the state school aid distribution formula was unconstitutional and needed to be rewritten. A standards committee examined the curriculum offerings of 382 secondary schools in 365 districts and found that a large majority did not offer music, chemistry, physics, advanced math, computer science, foreign language, or practical arts, and almost half had fewer than 38 study units. In addition, the standards committee discovered that many classrooms were overcrowded, and teachers had to cope with large class sizes or an excessive number of preparations. The committee prepared a report and recommendations for raising the state's educational standards. The legislature passed a sales tax and more than 100 new educational laws. New programs of recognition for schools, teachers, and students were created. New programs were created for the improvement of teaching, of schools, and of parent involvement. Teachers, administrators, and students were to be tested for competency in basic skills. As of the 1987-88 school year, 329 school districts were either in compliance with the new standards or in the final stages of meeting them. The schools were able to effect change so quickly due to the creation of 15 educational service centers that assisted schools with improvement in teacher inservice, standards, implementation, audio visual services, community relations, and cooperative purchasing. More than 2,500 new teachers, counselors, librarians, and administrators were hired to help schools meet the new standards. (ALL)

ED 310 916 SE 050 848

Boiteau, Denise; Stansfield, David
The Power of Algebra.
Louisiana Public Broadcasting Telecommunications Center, Baton Rouge. Educational Services.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 88
NOTE- 31p.; Product of the Advisory Council for Program Content and Teacher Guide Development. Colored pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Computation; Mathematical Concepts; *Mathematical Formulas; Mathematical Vocabulary; *Mathematics Instruction; *Mathematics Materials; Mathematics Skills; Secondary Education; *Secondary School Mathematics; *Units of Study
IDENTIFIERS- Louisiana

This document describes mathematical programs on the basic concepts of algebra produced by Louisiana Public Broadcasting. Programs included are: (1) "Inverse Operations"; (2) "The Order of Operations"; (3) "Basic Properties" (addition and multiplication of numbers and variables); (4) "The Positive and Negative Numbers"; and (5) "Using Positive Exponents." Each program contains objectives, vocabulary, pre-program activities, discussion questions, follow-up activities, and student worksheets. Notes for the teacher are included where appropriate. (YP)

ED 310 992 SO 020 237

Sperry, Robert

Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials.

PUB DATE- Apr 88

NOTE- 9p.; For related documents, see SO 020 236-238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Development; Elementary Secondary Education; *Foreign Countries; *Libraries; Primary Education; *Public Schools; School Administration; Vocational Education
IDENTIFIERS- *Cook Islands; *Niue; Pacific Islands; Tokelau

The Cook Islands are located in the south Pacific and had a population of 17,754 in 1981. The literacy rate was 75 percent in 1980. Free secular education is compulsory for all children between the ages of 6 and 15. There are two libraries on the islands. As of 1987, the coral island of Niue had a population of 2,422. Education is free and compulsory for 6 to 14-year-olds. There is one small public library and the one high school has a library. Tokelau is a dependency of New Zealand. The total population of the three large atolls is 1,600. Free primary education on each island is provided by the New Zealand Education Department. Some students receive scholarships for off-island secondary and tertiary education and vocational training. The bibliography contains 31 items written in English and relating to education and libraries in these islands. (JB)

ED 311 023 SP 031 473

Thomson, W. Scott
Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Elementary Education; Evaluation Criteria; Interrater Reliability; *Performance Factors; *Principals; *Sex Differences; Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation

Three contextual factors, the gender of the principal, the choice of subject matter used for the demonstration of competence, and number of years of teaching experience, have been shown to have an effect on the outcome of teacher evaluation. The annual evaluations of 521 elementary personnel using the Florida state-mandated single assessment were investigated. Significant differences were recorded in initiating instruction, presenting instruction, and managing student conduct when examined from the reference point of the gender of the principal. Significant differences were recorded in managing student conduct when examined from the reference point of the subject matter used for the demonstration of competence. Significant differences were recorded in communicating with students when examined from the reference point of teachers' years of experience. A qualitative follow-up study of the principals identified distinctive differences in professional preparation and career patterns between the 5 male and 10 female elementary principals in the study. (JD)

ED 311 042 SP 031 528

Lisherness, Nancy Lee
The Organization and Administration of a Teaching Center: The Successful Approach.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; *Administrator Responsibility; *College School Cooperation; Cooperative Programs; Coordination; *Coordinators; Elementary Secondary Education; *Field Experience Programs; Governance; Higher Education; Preservice Teacher Education; *Student Placement; Teacher Centers
IDENTIFIERS- *Arizona State University

This paper focuses on the responsibilities of the individual who acts as liaison between a teaching center and the university teacher preparation program. A teaching center is comprised of a high school and its feeder schools, where preservice students may experience hands-on interaction in the classroom prior to student teaching. The liaison administers the teaching center with the major responsibilities of coordinating the placements of the interns with the building coordinators in the various schools and of acting as mediator between the schools and the university. A description of the background and objectives of the program is given. A discussion of the operation of the teaching center program includes a description of how the program is operated and administered, the role of the governance board, the responsibilities for attending to the needs of the student interns, and intern activities and rotation between schools. The role of the "Placement Teacher" (the teacher in a teaching center who has accepted an intern) is also described. The characteristics and educational philosophy of the liaison are discussed. (JD)

ED 311 058 TM 013 872

Jones, Martha S.

Why Do Students Repeat Admissions Tests?

PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; College Admission; *College Entrance Examinations; College Students; Comparative Analysis; Higher Education; *Standardized Tests; *Student Attitudes; Student Behavior; Test Use; Veterinary Medical Education
IDENTIFIERS- *Test Repeaters; Veterinary Aptitude Test

Attitudes and beliefs about the admissions process, especially the role of standardized testing in admissions, were examined for students who took a standardized admissions test more than once. Their attitudes were compared with those of students who did not repeat the test. About 200 preveterinary students who had taken the Veterinary Aptitude Test (VAT) either once or twice, matched by initial score, responded to a mailed survey--the Veterinary Admissions Questionnaire (VAQ)--about their perceptions of the admissions process. The repeater group returned 114 out of 201 surveys, and the comparison group returned 91 out of 151 surveys. Repeaters and non-repeaters were similar in most demographic characteristics and in beliefs about their probability of admission and the role of standardized tests. However, repeaters appeared more concerned about the test and were more likely to take the VAT earlier in their undergraduate studies, possibly as part of a deliberate strategy to take the test for practice. The VAQ is presented. (Author/SLD)

ED 311 072 TM 013 909

Lambert, Matthew E.; Plescia, Joanne
Instruments for Assessing Substance Abuse: A Review.
PUB DATE- Apr 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Drug Addiction; *Evaluation Methods; Interviews; Literature Reviews; Measurement Techniques; Measures (Individuals); *Psychometrics; Questionnaires; *Substance Abuse; Test Reviews
IDENTIFIERS- *Assessment Instruments; Dependency (Personality); Self Report Measures

A review of the assessment literature on substance abuse has revealed 27 separate instruments for assessing substance abuse. These include 22 alcohol instruments and five instruments for assessing other drug abuse. The instruments are listed in a table that provides the title, source, description, population, and psychometric properties of each test. These instruments were reviewed for their attention to the various aspects of substance abuse: (1) use history; (2) social impairment; (3) occupational impairment; (4) physical impairment; and (5) legal consequences. Similarities and dissimilarities in the instruments are described. Whether oriented toward alcohol use or other drug use, these instruments tend to have two foci. The first has to do with elucidating the dependence syndrome experienced by the substance abuser. Dependence is characterized by the substance use behavior and its impact on the person. The other focus is the dependence severity focus. This focus assumes a state of dependence and seeks to determine the severity of dependence. Severity ratings are typically composite scores made from the subscales in the severity instruments. Each of the instruments presented in the table has undergone psychometric evaluation and has been found to have general reliability and validity. The instruments reviewed have little to offer in treatment planning, and much more work is needed to develop instruments with predictive validity for dependency development. An 83-item list of references is included. (SLD)

ED 311 085 TM 013 929

Triplett, Suzanne E.; And Others

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 14p.; For related documents, see TM 013 919-920, TM 013 922-923, TM 013 925, TM 013 927-928.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Databases; *Data Collection; Elementary Secondary Education; *Evaluation Methods; *Public Schools; *State Programs; Statistical Analysis
IDENTIFIERS- *Common Core of Data Program; Council of Chief State School Officers; Data Files; *Education Data Improvement Project

Recommendations resulting from the Council of Chief State School Officers' Education Data Improvement Project are summarized. This joint effort by the states and Federal government attempts to improve the quality and timeliness of data collected, analyzed, and reported by the United States Department of Education's Center for Statistics. The goals of the project are: (1) to describe the state collection of data elements contained in the common core of data; (2) to list those data elements that might be added to make the common core adequate and appropriate for reporting on the condition of the nation's schools; and (3) to make recommendations to states and the Center for Statistics for making the data more comprehensive, comparable, and timely. Part 1 presents general recommendations for improving the Center's common core of data. Of particular concern are recommendations to ensure that all states have a common understanding of Federal data requests and the resources to respond, and that states and the Federal government report in a timely manner. Part 2 presents recommendations specific to the public school universe file, which currently contains data from 87,000 schools and 16,000 districts. Part 3 presents recommendations for redefining several items critical for establishing comparable data. The final part lists data elements recommended by the Project for the school universe file. (SLD)

ED 311 098 UD 026 964

Rubin, Victor
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
California Univ., Berkeley. School of Law.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 44p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Welfare; City Government; Community Action; *Cooperative Programs; Finance Reform; *Government Role; *Private Agencies; Private Financial Support; State Legislation; *Welfare Services
IDENTIFIERS- *California (Oakland); *Proposition 13 (California 1978); Tax Limitation Efforts

This analysis is the fourth of a series of seven reports on the ways that the urban fiscal crisis has affected children. Privatization and coproduction have resulted in short-term gains in the provision of children's services in numerous California communities in response to the tax limitations imposed under Proposition 13. Children's services were particularly vulnerable to budget cuts in recreational, educational and cultural programs. Privatization describes the transfer of the administration and financing of a previously public service to non-governmental organizations; coproduction describes the collaboration of local government with private organizations. The following examples are discussed: (1) management reform; (2) private fundraising; (3) grass-roots volunteerism and organization; and (4) new non-governmental programs. Oakland (California) is used as a case study of the following applications: (1) coproduction of recreational and cultural services; (2) creation of a new school-age child care program; and (3) fundraising for public schools. Although the short-term benefits of such a pragmatic approach are undisputed, further research is needed to determine the long-term implications for social equity and the political process. A list of 13 references is appended. (FMW)

ED 311 110 UD 026 995

Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 3 Mar 89
NOTE- 122p.; Serial No. 100-6. Portions contain small/broken print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; Cooperative Programs; *Demonstration Programs; *Federal Legislation; Hearings; *Job Training; *Poverty Programs; Program Descriptions; Public Agencies; *Small Businesses
IDENTIFIERS- Community Services Block Grant Act; Congress 101st; *Partnerships; Reauthorization Legislation

This document presents the record of a hearing on the reauthorization of the Demonstration Partnership Program (DPP), part of the Community Services Block Grant Act. The program offers community action agencies the opportunity to test new methods for reducing dependency and fostering self-sufficiency among the poor. Six agency representatives testified in support of the program and described the following programs funded under the legislation: (1) Lincoln (Nebraska) Action Program, testing whether families needing emergency food are at high risk for becoming homeless, and whether case management will be effective in preventing homelessness and addressing families' poverty and dependency; (2) Vermont DPP, testing a partnership between a state small business loan program and five community action agencies' small business technical assistance program; (3) Allegheny County Training Consortium (ATCC)/ACCORD Corporation, testing a small business development program; (4) Central Vermont Community Action Council, testing a technical assistance program for new small businesses; (5) ABCD Downtown Center for Jobs, Education, and Career Training (Boston), testing a long-term individualized job training program; and (6) Career and Current Life United in Boston (CLUB), testing counseling and mentoring services. Statistical data are included on four tables and one graph. Nine prepared statements, letters, and supplemental materials are appended. (FMW)

ED 311 123 UD 027 025

The Consumers' Perspective: At-Risk Youth Talk about Programs.

Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 89
NOTE- 17p.; For the full report, see ED 300 486.
AVAILABLE FROM- Public/Private Ventures, Communications Department, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Attitudes; *Dropout Prevention; Dropout Programs; Dropouts; *High Risk Students; *Motivation; *Persistence; Personal Narratives; *Remedial Programs; School Holding Power; Secondary Education; Youth Programs
IDENTIFIERS- *Youth Conservation Corps

This document summarizes the findings of a study of the reasons why some at-risk youth persist in special programs while others drop out. Information was gathered from 16 focus group sessions comprised of both "persisters" and "leavers" from in-school remedial programs and out-of-school youth service corps. The findings, presented in the youths' own words, are as follows: (1) complaints about programs were similar for both groups and included tedium, unmet expectations, and problems with staff or peers; (2) persisters decided to stay on the basis of social bonds, parental influence, staff influence, personal determination, future expectations, and satisfaction with the program; (3) leavers found some positive aspects to their programs and gave clear messages to program staff that they were considering dropping out; and (4) leavers decided to drop out based on extrinsic and program-related reasons. Recommendations for practitioners include the following: (1) incentives and counseling are needed during the initial phase of a program when youth are most vulnerable to attrition; (2) monetary rewards and positive learning experiences were most frequently cited as incentives; (3) a relationship with a teacher or supervisor, or the team spirit in a class or group, was most frequently cited as the most positive aspect of participation; (4) complaints should be regarded as opportunities for staff intervention; and (5) leavers may play a positive role for those who persist. (FMW)

ED 311 136 UD 027 062

Schwartz, Wendy
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 4p.
CONTRACT- RI88062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Black Students; Book Reviews; Elementary Secondary Education; *Equal Education; Higher Education; Homeless People; *Minority Group Children; Racial Differences; Sex Differences; Social Differences; *Student Characteristics; Teaching (Occupation); Urban Culture; *Urban Education; *Urban Youth; White Students
IDENTIFIERS- ERIC Digests

This report reviews six recently published books on the education of urban and minority youth, and the social and cultural environment in which they live. "The Homeless in Contemporary Society" (edited by R. D. Bingham, R. E. Green, and S. B. White), is a primer on homelessness in America. "Gender Influences in Classroom Interaction" (edited by L. C. Wilkinson and C. B. Marrett) consists of 11 conference papers that discuss the ways that gender-related differences are manifested in school. "Effective Education: A Minority Policy Perspective" (C. V. Willie) presents a case for maintaining the integrity of black culture throughout a student's educational experience. "Class, Race, & Gender in American Education" (edited by L. Weis) consists of 13 essays that address the ways schools foster inequalities based on students' sex, race, and class. "Toward Black Undergraduate Student Equality in American Higher Education" (edited by M. T. Nettles) consists of a collection of essays that document the barriers that black college-bound students must overcome, and makes recommendations for educational reform, government policy, and private agency programs that can reduce these obstacles. "Policies for America's Public Schools: Teachers, Equity & Indicators" (edited by R. Haskins and D. MacRae) consists of nine papers that cover the three education areas that the editors believe are most in need of reform: (1) teachers and teaching; (2) diversity and equity; and (3) the uses of information and educational indicators. (FMW)

ED 311 043   SP 031 531

George, Thomas W.
Recruitment and Retention of Minority Students Entering Teacher Education.
PUB DATE- 4 Oct 88
NOTE- 7p.; Paper presented at The Minority Student Today meeting (Kansas City, MO, October 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Higher Education; High Schools; *High School Students; Minority Groups; *Preservice Teacher Education; Scholarships; *Student Recruitment; Workshops
IDENTIFIERS- University of Tennessee Knoxville

There has been a severe decline in minority students entering preservice teacher education programs at the University of Tennessee, Knoxville, during the current decade. This paper outlines the recruiting and retention strategies directed toward high school students by the university to encourage them to choose teaching as a career. (JD)

Byrne, Barbara M.
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender.
PUB DATE- Aug 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Analysis of Variance; Comparative Analysis; *Construct Validity; Estimation (Mathematics); Evaluation Methods; Factor Analysis; Foreign Countries; Grade 11; Grade 12; High Schools; *High School Students; *Multitrait Multimethod Techniques; *Self Concept Measures; *Sex Differences; Test Validity
IDENTIFIERS- Campbell Fiske Matrix; Composite Direct Product Model (Browne); Confirmatory Factor Analysis; Ontario (Ottawa)

The construct validity of a multidimensional adolescent self-concept was estimated separately for males and females, and the results were compared across gender. The application of four multitrait-multimethod (MTMM) approaches to estimating construct validity was demonstrated, and the scope and consistency of the findings derived from each were compared. Methodological approaches included: (1) the Campbell-Fiske model of D. T. Campbell and D. W. Fiske (1959); (2) the analysis of variance model of M. J. Kavanagh et al. (1971); (3) the confirmatory factor analysis model of K. G. Joreskog (1969); and (4) the composite direct product model of M. W. Browne (1984). These procedures were applied to data comprising four self-concept traits (general, academic, English, and mathematics) as measured by three measurement scales (Likert, semantic differential, and Guttman). The sample consisted of 412 males and 420 females in grades 11 and 12 from two suburban high schools in Ottawa (Ontario). Results derived from the composite direct product model are less than optimal. Other results demonstrate that adolescent males and females can differ with respect to various aspects of construct validity related to multidimensional facets of self-concept. Seven tables present study data. (SLD)

ED 311 073 TM 013 910

Nevo, David
A Structured Method for Direct Assessment of Writing.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Essay Tests; Expressive Language; Foreign Countries; *Grade 6; Hebrew; Intermediate Grades; National Programs; National Surveys; Scores; Scoring Formulas; *Standardized Tests; *Test Construction; Test Validity; *Writing Evaluation
IDENTIFIERS- *Direct Assessment; *Israel

The purpose of this study was to develop a testing method for the assessment of various types of writing at the elementary school level that would meet acceptable standards for educational measurement instruments as well as standards of utility and feasibility within a given educational system. The study was conducted within the framework of an Israeli national survey of sixth graders' writing performance. The direct assessment method chosen involved a variety of writing tasks, including school newsletter announcements, letters, and explanatory essays. The method distinguished among practical, expressive, and school writing. Five writing tasks were developed and field tested for each type of writing. The pilot study also included classroom observation and interviews with teachers and students. Scoring guides were developed for each writing task. The tasks were administered to a nationally representative sample of 2,590 sixth graders enrolled in a total of 57 schools. Approximately 800 responses were received for each writing task. A team of 12 lay scorers was trained to conduct the scoring. Data are now being analyzed to determine interrelationships between writing types and scoring methods and between test scores and other variables. Preliminary results indicate that the method may have curricular validity but not instructional validity. (TJH)

ED 311 099 UD 026 965

Van Horn, Carl E.; And Others
Children's Programs in an Era of Scarce Resources Chapter Five .
Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 44p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Day Care; Federal Aid; *Financial Support; *Library Services; *Recreational Programs; *Retrenchment; *Social Services; State Federal Aid; State Programs; State Surveys
IDENTIFIERS- *New Jersey; Reagan Administration

This analysis is the fifth of a series of seven reports on the ways that the urban fiscal crisis has affected children. Children's services in New Jersey have not suffered unduly from recent Federal budget cuts, but the combination of depressed revenues, continuing inflation, state aid reductions and Federal budget cuts have had a negative influence on all public services. Information was analyzed from a statewide survey of senior administrative officials supplemented by interviews with state and local program managers in the areas of parks and recreation, libraries, and social services, and with representatives of children's advocacy groups. Descriptions of the localities selected and the interviews conducted are included in an appendix. Summary findings include the following: (1) many children's library activities were eliminated by cuts in State aid and the inability of local government to make up the funding and keep up with escalating costs; (2) parks and recreation departments were more successful than libraries in continuing programs by enlisting volunteers; and (3) social services were most severely affected by federal cuts but organized children's advocates were successful in lobbying the state for replacement funds for day care programs. Statistical data are included on five tables. A list of 11 references is appended. (FMW)

ED 311 124 UD 027 027

Riddle, Tom

Cambodians in Hawaii and Their Relation to Employment and Welfare.

PUB DATE- May 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cambodians; *Employment; Ethnography; Interviews; Minority Groups; Questionnaires; *Refugees; Service Occupations; *Unemployment; *Welfare Services; *Work Attitudes
IDENTIFIERS- *Hawaii

This study of the unusually high level of labor force participation in the Hawaiian Cambodian community includes descriptions of what Cambodians do in Hawaii, demographic descriptions of the community and household units, a description of the influence of the welfare system on the Cambodian community, and ethnographic descriptions of the lives of six individuals. Data were gathered through a 26-question survey and 11 personal interviews. The following findings about Cambodian labor force participation are discussed: (1) Cambodians in Hawaii have a higher labor force participation rate than other refugee groups and the general population; (2) Cambodians in Hawaii have a very low unemployment rate compared to other refugee groups and the general population; and (3) over 50 percent of Cambodian households in Hawaii are fully self-supporting, compared to 36 percent nationwide. The following possible reasons for the high employment rate are discussed: (1) availability of plentiful jobs in the service sector that require minimal training; (2) fewer language problems; (3) pressure from service providers and peers; (4) lower expectations than members of other ethnic groups; (5) emigration of many who do not want to work from Hawaii to California; (6) relatively long stay of Cambodians in Hawaii; (7) creativity in self-employment; and (8) a tradition that encourages women to work outside the home. Statistical data are included on three tables. The appendices comprise the following materials: (1) six personal narratives; (2) a copy of the interview questionnaire; and (3) a list of four references. (FMW)

ED 311 086 TM 013 930

High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.

New Jersey State Dept. of Education, Trenton.

PUB DATE- 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Grade 9; High Schools; High School Students; Mathematics Achievement; Reading Achievement; School Districts; Scores; State Norms; *State Programs; Testing Programs; *Test Results; Writing Evaluation
IDENTIFIERS- *New Jersey High School Proficiency Test

Results are presented from the administration of the New Jersey High School Proficiency Test (HSPT) to ninth graders in April 1988. The test was administered to 69,364 students in grade 9 and to over 30,000 students in higher grades who had previously failed one or more parts of the examination. This report includes a series of tables summarizing only the grade 9 results in reading, mathematics, and writing. Comparisons of student performance include: (1) percent passing; (2) mean score; and (3) score distribution categories. Tables also compare student performance by district factor groups, urban district, and regional curriculum service units. Results are compared to student performance in 1987 and the base year for the test considered, whether 1984 or 1985. The reading section of the HSPT was passed by 93.4% of the students, an increase over the 1987 percent passing of 91%. The mathematics test was passed by 81.8%, also an increase over 1987; and 90.7% passed the writing section, a similar increase. In comparison with the base years, the percentages passing all three areas increased. Overall, there was an increase in scores at the higher end of the scale. Forty-nine tables of district and school results present study data. (SLD)

ED 311 111 UD 026 997

Ross, Heather L.; Sawhill, Isabel V.
Time of Transition: The Growth of Families Headed by Women.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-87766-148-0
PUB DATE- 75
NOTE- 234p.
GRANT- 31607-D-74-02
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037 ($9.00 paperback--ISBN-0-87766-148-0; $18.85 hardcover--ISBN-0-87766-149-9).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Family; Child Support; Family (Sociological Unit); *Family Financial Resources; *Family Structure; Fatherless Family; *Females; *Heads of Households; Marriage; *One Parent Family; Public Policy; Racial Differences; *Sex Role; Social Change; Social Problems; Welfare Services

Single parent families, usually headed by women, are transitional in two important senses: they frequently represent a transitional stage between marriages; and they are a symptom of the transition from a "distributive" family structure, in which a man provides resources for financially dependent women and children, to a form characterized by less specialized marital roles and more equal sharing of the physical care and financial support of children. This book examines the social and public policy implications of these changes. It is divided into seven chapters. Chapter 1, "Introduction," provides reasons for research and explanations for change. Chapter 2, "Families Headed by Women: Their Growth and Changing Composition," explores recent trends and family demography. Chapter 3, "Marital Instability," examines marriage from psychological, economic, and social perspectives. Chapter 4, "Race and Family Structure," discusses racial family differences and recent trends in female headedness among black families. Chapter 5, "Welfare and Female-Headed Families," examines the roles of eligibility, benefits, and incentives. Chapter 6, "What Happens to Children in Female-Headed Families?" evaluates existing knowledge and explores negative consequences for children. Chapter 7, "The Family in Transition," sums up the book's themes and suggests new directions for research and public policy. A bibliography is appended to each chapter. The book includes six appendices providing various types of statistical analysis, 50 statistical tables, and four figures. An author and subject index is included. (AF)

ED 311 137 UD 027 063

Foster, Herbert L.; Kight, Howard R.
A Study of Current In-School Suspension Programs in New York State.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE- 88
NOTE- 156p.
AVAILABLE FROM- Institute on Classroom Management and School Discipline, 17 Baldy Hall, State University of New York at Buffalo, Amherst, NY 14260 ($12.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demonstration Programs; Discipline; *Discipline Policy; High Schools; *In School Suspension; *Intervention; Middle Schools; Program Descriptions; Rural Schools; School Surveys; Secondary Education; *Secondary Schools; *Special Classes; Study Centers; Suburban Schools; Urban Schools
IDENTIFIERS- *New York

In-school suspension (ISS) removes a student from regular academic classes but keeps the student in an isolated, separate, and restricted environment where, in most cases, academic work continues. Such programs have increased rapidly in American secondary schools, and have been mandated in New York State by the New York State Education Department since 1985. This report is designed to provide school personnel with useful information to assist in planning, implementing, or updating an ISS program. It analyzes the responses of 62 percent (1,130) of all secondary school principals in New York State to a survey questionnaire mailed in the spring of 1980. Information was updated through a telephone survey in the spring of 1988. The following ISS program components are discussed: (1) ISS room; (2) staffing/supervision; (3) materials; (4) academic work; (5) reasons for assigning students to ISS; (6) daily routine (operational procedures); (7) record keeping and evaluation; and (8) counseling procedures. The tabulated responses to each important survey question cover the following areas: (1) development and organization; (2) staffing; (3) program activities; (4) program guidelines; (5) parental and student notification; and (6) evaluation. Eleven examples of ISS programs operating in urban, suburban, suburban/rural, and rural districts in New York State are included. Statistical data are presented in 29 tables. An extensive bibliography is also included. A copy of the survey questionnaire and an accompanying letter are included in the appendix. (FMW)

ED 311 044 SP 031 533

George, Thomas W.; Blank, Kermit J.

An Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.

PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Enrollment Trends; Higher Education; *Minority Groups; Preservice Teacher Education; Racial Balance; Scholarships; *Schools of Education; *Student Recruitment; Teacher Shortage

The purpose of this investigation was to assess the degree to which schools, colleges and departments of education (SCDEs) are using investigator-identified strategies to recruit minority teacher education students and to measure the effects of those strategies. A 29-item questionnaire was developed, in cooperation with the American Association of Colleges for Teacher Education (AACTE), and sent to a proportional stratified random sample of 72 AACTE member institutions. Returns were received from 58, or 80.6 percent, of those surveyed. Chi-Square analyses were conducted between SCDEs which indicated increased and decreased overall and minority enrollments to determine differences in SCDEs' use of specific recruiting strategies. Though no statistically significant differences were noted, there was a tendency for SCDEs which had experienced increased minority enrollments to also have employed a full-time recruiter. There was also some evidence to suggest that SCDEs which award teacher education scholarships are more likely to attract minority students. However, few SCDEs appear to be actively involved in recruiting minority students. (JD)

ED 311 060 TM 013 876

Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- DR-RCGS-1987-1.12
PUB DATE- 87
NOTE- Data Series: DR-RCGS-1987-1.12. Announcement: CS-89-318. For related data file, see TM 013 982.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (SAS file or SPSS-Xfile, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Records; *Bachelors Degrees; *College Graduates; Data Collection; Employment Level; Grade Point Average; Higher Education; Nurses; Teachers
IDENTIFIERS- Aggregation (Data); *Recent College Graduates Study 1987

The 1987 Recent College Graduates Study (RCGS) machine-readable data file, RECENT.GRADS.COMBINED.A8586, is the third of three data files produced from the study and contains information about 1985-86 bachelor's degree graduates for whom both questionnaire and transcript data were collected. The combined survey and aggregate transcript data file includes: (1) total number of transcripts; (2) reported grade point average (GPA); (3) highest and lowest GPA at degree-granting institutions; (4) passing value of GPA at degree-granting institutions; (5) three-digit code for major field of study; (6) date that the degree was awarded; (7) total credits earned; and (8) courses attempted in the student's major academic field. The tape documentation includes a complete description of the data and collection process. Other RCGS data files contain additional data on the educational and employment experiences of recent bachelor's or master's degree recipients 1 year after graduation. This combined file allows analyses of newly qualified teachers, registered baccalaureate degree nurses, and others with selected fields of study by number and type of courses taken, GPA, and credit hours received. POPULATION: Colleges; Universities. TYPE OF SURVEY: National Survey; Sample Survey; Follow-up Survey. SAMPLE: Bachelor's Degree Graduates. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1987. (Author/SLD)

Byrne, Barbara M.
Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels.
PUB DATE- Aug 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Factor Structure; Foreign Countries; Higher Education; Instructional Program Divisions; Intermediate Grades; *Professors; Psychometrics; *Secondary School Teachers; *Teacher Burnout; *Test Validity
IDENTIFIERS- Between Group Differences; Canada; Confirmatory Factor Analysis; Exploratory Factor Analysis; *Maslach Burnout Inventory

The factorial validity of the Maslach Burnout Inventory (MBI) was studied for 98 elementary school, 163 intermediate school, 162 secondary school, and 218 university teachers in Ottawa (Canada). The equivalence of factorial measurements and structure was tested across the groups. Exploratory factor analyses were used to examine the initial factor structure, and confirmatory factor analyses tested the hypothesized three-factor structure and its invariance across groups. In spite of the findings of a few aberrant items specific to each group, the MBI demonstrated remarkably sound psychometric properties with intermediate and secondary school teachers, less sound properties with university teachers, and poor psychometric properties with elementary school teachers. Tests of invariance across intermediate and secondary teachers revealed the equivalence of all item measurements for both groups. The results have important implications for substantive studies focusing on multigroup comparisons across teaching levels. Five tables summarize study findings. (SLD)

ED 311 087 TM 013 944

Rosser, Phyllis
The SAT Gender Gap: Identifying the Causes.
Center for Women Policy Studies, Washington, D.C.

PUB DATE- 89
NOTE- 198p.
AVAILABLE FROM- Publications, Center for Women Policy Studies, 2000 P St., NW, Suite 508, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ethnic Groups; Females; High Schools; High School Seniors; *Influences; Item Analysis; Males; *Predictive Validity; Racial Differences; *Sex Differences; Sex Discrimination; *Test Bias; Testing Problems; Test Items; Test Results
IDENTIFIERS- *Scholastic Aptitude Test

Questions on the Scholastic Aptitude Test (SAT) with the largest score differences between women and men of all racial and ethnic groups were identified. Patterns of difficulty that would explain the SAT's continuing underprediction of female first-year college performance were studied. An item analysis of one form of the June 1986 SAT for 1,112 students identified 17 questions with large sex differences. A subsequent item analysis of the November 1987 SAT used the responses of 100,000 high school seniors to identify 23 questions with substantial differences in the numbers of men and women who answered them correctly; 17 of these questions were in the mathematics section. African-American women exhibited the smallest gender gap and Hispanic women the largest when compared with men within their own racial and ethnic groups. The findings of this and other studies suggest that the test publisher could take steps to address the SAT's underprediction and bias. These are summarized as: (1) elimination of questions of identified bias; (2) testing a more balanced array of skills and knowledge; (3) publicity for validity studies about performance prediction; (4) more research on the correlation between SAT scores and grades; and (5) more test-taking time. Thirty-two supporting tables and nine appendices presenting aspects of the study are provided. A 219-item list of references is included. (SLD)

ED 311 100 UD 026 966

Boulet, Jacques
Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 67p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *After School Programs; Childhood Needs; Child Welfare; *Economic Factors; Family Programs; One Parent Family; *Poverty; *Retrenchment; *School Age Day Care; Social Services; State Programs; Welfare Services
IDENTIFIERS- *Michigan

This analysis is the sixth of a series of seven reports on the ways that the urban fiscal crisis has affected children. Michigan's depressed economy, retrenchment of public finances, and attendant effects on local government have changed both the process of providing services to early adolescents and the nature of the services themselves. Despite significant efforts at budget reform, the decline of the automobile industry, and reductions in Federal support to State and local government seriously eroded Michigan's ability to maintain children's and social services. Most directly affected were several traditionally vulnerable groups, including children, welfare recipients, minorities, female headed households, and the "new poor." After school day care programs had never been a high budget priority and were among the first to be eliminated during retrenchment. Demand for all kinds of public services has been rising from welfare recipients, single parent households, and the working poor since high State unemployment levels have prohibited any possibility of their finding additional income from work. Many families have been forced to find alternative solutions, including moving in with relatives, day care by older siblings, and latch-key arrangements. Interviews with program directors and coordinators revealed a limited range of strategies for service delivery involving the use of school personnel and facilities. A chart illustrating state budget adjustments and 12 tables of statistical data are included. A list of informants and their institutional affiliations is appended. (FMW)

ED 311 125 UD 027 035

Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.

Fort Lee School District, NJ.

PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chinese Culture; *Cross Cultural Training; *Cultural Awareness; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Interpersonal Relationship; Korean Culture; Lesson Plans; *Multicultural Education; *Parent Participation
IDENTIFIERS- *Asian Culture; Fort Lee School District NJ; Japanese Culture; New Jersey

This resource guide provides teachers at all grade levels in the Fort Lee (New Jersey) School District with programs, activities, procedures, and resources to promote mutual understanding and improve inter-group relations between Asian and non-Asian students. Section I, "Outline of Classroom, All-School, and After-School Activities for Elementary, Middle, and High School Levels and the P.T.A.," suggests activities for use by elementary schools, middle and high schools, and the Parent Teacher Association. Each activity is cross-referenced to appropriate classroom projects, detailed plans, and resources listed in the other sections. Section II, "Specific Subject Matter Activities for Curriculum Infusion," outlines activities for the following subject areas and includes cross-references to detailed plans and resources listed in the other sections: (1) Social Studies; (2) Language Arts; (3) Mathematics; (4) Science; and (5) Art, Music, and Physical Education. Section III, "Materials and Detailed Plans for Suggested Activities," comprises the following resource materials: (1) Korean and Japanese holidays; (2) the Chinese calendar; (3) the Korean flag; and (4) Japanese and Korean cooking, and planned activities for art, social studies, and music classrooms, as well as for field days, student clubs, and parent groups. Section IV, "List of Resources," comprises a directory of 24 resources on Asian culture and a seven-item bibliography of books and videos. (FMW)

ED 311 045 SP 031 537

NAGWS Volleyball Guide, 1989. Official Rules & Interpretations/Officiating.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

REPORT NO.- ISBN-0-88314-435-2
PUB DATE- 89
NOTE- 209p.
AVAILABLE FROM- The American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Athletics; Competition; Higher Education; Intercollegiate Cooperation; *Team Sports; *Volleyball; *Womens Athletics

This booklet contains the official rules and interpretations for officiating in volleyball competitions. Section 1 states the National Association for Girls and Women in Sport (NAGWS) interscholastic and collegiate volleyball rules for 1989-90. Section 2 presents a summary and descriptions of officiating techniques and mechanics. Study questions for volleyball referees are given in section 3. Section 4 lists NAGWS and Affiliate Boards of Officials (ABO) services. The 1988 championship results are included. (JD)

ED 311 112 UD 027 000

Brown, Diane Robinson
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- 88
NOTE- 49p.; An earlier version of this paper was presented at the conference on the Economic Condition of Black Women, Wellesley College Center for Research on Women (Wellesley, MA, March 25, 1988).
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Employment; *Blacks; Economically Disadvantaged; *Economic Status; *Employment Level; *Females; High Risk Persons; Interviews; Multivariate Analysis; *Older Adults; *Physical Health; Poverty; Racial Differences
IDENTIFIERS- *Health Status; Social Security

Recognizing that the economic well-being of older black females is associated with current employment as well as previous work history, this study attempts to determine the extent to which health status influences workforce participation or non-participation by older females, and to ascertain if there are significant differences by race. The study also seeks to identify the relative importance of health, socio-demographic, and economic factors in predicting the employment status of older black women. Background materials cited indicate that the following factors contribute to diminished economic well-being for black females throughout their lifetimes: (1) work history of low-paying jobs; (2) greater unemployment; (3) lower levels of education; (4) lower likelihood of marriage; and (5) greater likelihood of being heads of households. The economic status of the elderly is surveyed in terms of Social Security, pensions, and the incidence of poverty. The analysis uses data from the Supplement on Aging to the 1984 National Health Interview Survey. Findings indicate that older black females (55-74 years of age) are more likely to be employed than their white counterparts, but are confronted by race, gender, and age discrimination. The report includes 17 tables, and a list of 43 references is appended. (AF)

ED 311 138 UD 027 064

Parents Make a Difference.
Fordham Univ., Bronx, NY. Graduate School of Education.; Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Leon Lowenstein Foundation, New York, NY.
PUB DATE- 88
NOTE- 21p.; For a companion policy report on this program, see UD 027 065.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; Elementary Education; *Family Programs; Leadership Training; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Participative Decision Making; Program Development; Program Effectiveness; Program Evaluation; Public Education; School Community Relationship; Urban Education
IDENTIFIERS- *New York (New York); *Parent Empowerment

This handbook discusses the following types of parent involvement in education: (1) decision-making; (2) parents as educators; (3) advocacy; (4) school support; and (5) parent education and support. The benefits of parent involvement are outlined. Examples from New York City's 1987-88 Parent Involvement Program (PIP) demonstrate that parent involvement works in the following instances: (1) when parents and teachers build new relationships; (2) when there is effective and caring leadership; (3) when there are many ways to get involved; (4) when there is communication with everyone; (5) when schools remove some of the barriers to participation; and (6) when connections are made with other community agencies. Photographs accompany the text, and quotations for PIP participants are included. A worksheet on planning a successful parent involvement project, and a list of resources conclude the booklet. (BJV)

ED 311 061 TM 013 879

Ligon, Glynn; Jackson, Elaine E.
Why Secondary Teachers Fail Students.
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Failure; Computer Uses in Education; *Educational Policy; High School Students; Junior High School Students; Secondary Education; *Secondary School Teachers; *Student Evaluation; Teacher Attitudes; *Teacher Expectations of Students; Underachievement
IDENTIFIERS- *Austin Independent School District TX; *Progress Reporting; Warning

The perceptions of teachers about students' lack of success were studied, and the groundwork was laid for the future study of the effectiveness of a policy of warning students and parents of impending failure. The primary sources of data were teacher-coded reasons for failure, given on notices (progress reports) to secondary school students in the Austin (Texas) public schools, and received after 3 weeks of each 6-week marking period. These computer-generated notices have a menu of 11 reasons from which teachers may choose. Data for 16,000 students in 11 high schools and 12,000 students in 13 middle and junior high schools were reviewed. Failure to turn in work was the most common reason for failure; poor performance on quizzes/tests was equally common for grades 9 to 12, but just over half as common in grades 6 through 8. Excessive absence or tardiness was the third most common reason for failure in grades 9 through 12, with failure to make up work and lack of effort a second tier of reported causes for failure. Middle school students were more likely to fail to bring material to class, and older students were more likely to have excessive absences. Males were cited more frequently than were females in every category. This computerized system forces teachers to reflect on student performance and gives students and parents a warning of the students' impending failure. Further research into the consequences of such warning is warranted. Eighteen tables provide the study results, and a sample progress report and coding sheet are included. (SLD)

ED 311 075   TM 013 912

Busch, John Christian; Jaeger, Richard M.

An Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.

SPONS. AGENCY- North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.

PUB DATE- Mar 89

NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; *Content Validity; Data Collection; *Evaluators; Formative Evaluation; Higher Education; National Programs; *Professors; *Public School Teachers; Relevance (Education); Science Tests; Self Evaluation (Individuals); Standardized Tests; *Teacher Certification; Teacher Education; Testing Programs; Test Validity

IDENTIFIERS- *Experts; *National Teacher Examinations

The role of expert judges in establishing the content validity of the National Teacher Examinations (NTE) was examined in a detailed study. The NTE are used in 22 states for screening applicants to teacher education programs and/or for screening candidates for initial teacher certification. Such extensive use of the NTE has stimulated 35 recent validation and standard-setting studies of the tests. Most of the studies have sought the judgments of experts concerning the relevancy of the tests to success in a teacher education program or to success as a beginning teacher. This study assessed characteristics and selection of judges, data collection procedures for judgment panels, validity of judges' instruction concerning student opportunity-to-learn assessments, judges' attitudes toward the uses of the NTE, and their personal confidence in their judgments. This paper reports results only for the seven multiple-choice subtests that compose the communication skills and general knowledge tests of the NTE. In this study, 82 college/university teachers and 37 public school teachers assessed the NTE communication skills subtest, and 87 college/university teachers and 39 public school teachers assessed the NTE general knowledge subtest. Results indicate that: (1) 21% of the judges did not agree that applicants should be screened at all; (2) 72% of the judges felt that tests should be validated prior to use; (3) assessments of the relevancy of examinees' opportunity to learn the content of the NTE were generally positive; (4) the science subtest was rated the lowest with respect to relevancy; and (5) judges were generally confident about their judgments. Seven data tables and three bar graphs are provided. (TJH)

ED 311 088 TM 013 946

Harold, Rena D.; And Others
In the Eye of the Beholder: Teachers as Perceivers.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Elementary School Students; *Elementary School Teachers; Grade 1; Grade 3; Kindergarten Children; Primary Education; Skill Analysis; *Student Evaluation; Talent Identification; Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship

The perceptions teachers have of students were studied using data from a large study of children, parents, and teachers. Teachers completed individual assessment questionnaires on each of 540 participating children from kindergarten and grades 1 and 3 who lived in middle-income districts of the suburbs of a large midwestern city and who participated in this study in the spring of 1987 and again in the spring of 1988. Teachers rated students on a variety of personality characteristics and gave their perceptions of the children in the following domains: (1) math; (2) reading; (3) social; (4) sports; (5) music; and (6) art. For each domain, they were asked about constructs of talent, effort, ability, and their expectations for the child. Teachers' ratings were highly correlated across domains for each construct except for their ratings of the children's abilities. Teachers' ratings were more highly correlated across years for the academic areas than the other areas. Teachers' ratings were also closely related to the children's performance on a battery of cognitive measures, a test of physical ability, and an intelligence test. Teachers were most confident and accurate in areas in which they had the most experience, but it is not known whether the confidence they had in their ability ratings affected their tendencies to act on the ratings. Six graphs and one table illustrate study findings. (SLD)

ED 311 101 UD 026 967

Catterall, James S.
Fiscal Containment and the Expendable Curriculum Chapter Seven .
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 39p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Core Curriculum; *Curriculum Development; *Economic Factors; Educational Finance; Finance Reform; High Schools; Parent Attitudes; Questionnaires; Retrenchment; School Surveys; Secondary Education; *Secondary School Curriculum; *Urban Schools
IDENTIFIERS- *California; *Proposition 13 (California 1978); Tax Limitation Efforts

This analysis is the seventh of a series of seven reports on the ways that the urban fiscal crisis has affected children. The fiscal containment imposed on California schools after the enactment of Proposition 13 in 1978 has resulted in changes in urban high school curricula over the past five years. A telephone survey of school personnel and parents in the state's eight largest urban school districts was conducted to assess the nature and extent of curricular change. Summary conclusions include the following: (1) the elimination of the "comprehensive" high school was seen as directly related to financial constraints; (2) loss of "comprehensiveness" was characterized by the elimination of arts, enrichment, and vocational courses; (3) the primary implications of these changes is that students must now go elsewhere for enriched academic experiences; and (4) all interviewees were alarmed at the prospect of continued reduction and cutbacks in all course offerings outside the core curriculum. Current trends in curricular reform demanding a back-to-basics emphasis may require elimination of those course that have previously been reduced. Statistical data are included on four tables. A list of five references and a copy of the interview questionnaire are appended. (FMW)

ED 311 126 UD 027 036

Denes, Julie, Ed.
Grants for Excellence. Project Manual 1987-1988.
New Haven Initiative for Excellence in Education, CT.
SPONS. AGENCY- Carolyn Foundation, Minneapolis, Minn.; New Haven Foundation, Conn.; Public Education Fund, Pittsburgh, PA.
PUB DATE- Aug 89
NOTE- 90p.
AVAILABLE FROM- New Haven Initiative for Excellence in Education, One State Street, New Haven, CT 06510.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Enrichment; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Grants; Private Financial Support; Program Descriptions; Special Education; *Special Programs; *Supplementary Education; Urban Education
IDENTIFIERS- Connecticut (New Haven)

The New Haven Initiative for Excellence in Education is a private sector endeavor to support public schools in New Haven (Connecticut). The Initiative's premiere program is the Grants for Excellence program. Grants of up to $500 are available to teachers, administrators, and parents to fund special innovative teaching projects not normally funded by the school system budget. This document presents detailed descriptions of 77 such projects funded by the Initiative during the 1987-1988 school year, and covering the following areas of education: (1) special education; (2) primary; (3) middle; and (4) secondary. The following information is provided for each project: (1) description, including name of grant recipient, educational level, subject, number of students served, school, and project duration; (2) activities; (3) budget; (4) special equipment; (5) outcomes; and (6) comments from staff and/or students. Also included are an index of names; lists of 1987 and 1988 contributors; and lists of the project's staff, steering committee, and grant reviewers. (PB)

ED 311 139 UD 027 065

Jackson, Barbara L.; And Others
Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
Fordham Univ., Bronx, NY. Graduate School of Education.; Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Leon Lowenstein Foundation, New York, NY.
PUB DATE- Aug 88
NOTE- 70p.; For a companion report on this program, see UD 027 064.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Family Programs; Grade 1; Grade 2; Grade 3; Kindergarten; *Leadership Training; Parent Attitudes; *Parent Participation; *Parent School Relationship; *Primary Education; Program Development; Program Effectiveness; Program Evaluation; Public Education; Urban Education
IDENTIFIERS- *New York (New York); *Parent Empowerment

This report is an evaluation of New York City's 1987-88 Parent Involvement Program (PIP). PIP included the following: (1) a Parent Orientation Program focusing on parents of children in grades K-3 in six community school districts; (2) a Citywide Parent Involvement Program; and (3) community school district, borough-wide, and local school Parent Involvement Programs. Significant effects were found in the following areas: (1) changed parent attitudes; (2) changed staff attitudes; (3) the development of a cadre of parent leaders; and (4) the development of models and materials. Recommendations are offered for the following: (1) the Chancellor and Board of Education; (2) community school districts; (3) schools; and (4) the managers of the program. (BJV)

ED 311 046 SP 031 540

Tedrick, Ted; Henderson, Karla
Volunteers in Leisure. A Management Perspective.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-436-0
PUB DATE- 89
NOTE- 177p.
AVAILABLE FROM- The American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Fund Raising; *Institutional Characteristics; *Leisure Time; *Program Administration; Program Development; *Recreational Activities; *Volunteers; Volunteer Training

The first chapter of this monograph presents some major themes and fundamental issues surrounding leisure activities volunteers and their management from a system perspective. Chapter 2 discusses the results of a survey conducted to obtain a status report of selected volunteer system characteristics. The third chapter focuses on dealing with volunteers with regard to planning, marketing, training and placement, supervision, and recordkeeping, evaluation and recognition. The fourst chapter covers other concerns related to volunteer management, e.g., liability, the agency/volunteer relationship, current and future roles for volunteers, and characteristics of special groups of volunteers. The appendices offer detailed examples of effective volunteer management techniques. (JD)

ED 311 113 UD 027 006

Marx, Fern
After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Children's Defense Fund, Washington, D.C.
PUB DATE- 89
NOTE- 58p.
AVAILABLE FROM- The Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *After School Programs; Childhood Needs; *Disadvantaged Youth; Elementary Secondary Education; High Risk Students; High School Students; Junior High School Students; *Latchkey Children; Low Income Groups; *Preadolescents; Program Descriptions; Program Evaluation; *Supplementary Education; Urban Youth

This report summarizes research on the problems of young adolescent latchkey children and describes 18 programs designed to address their needs. There is growing consensus that young adolescents (10 to 15 years of age), as well as elementary school children, may be at risk when left on a regular basis in unsupervised settings. Children in sibling- or self-care are susceptible to the development of anti-social behaviors, to accident or injury, and to sexual activity or abuse. Time out of school can provide valuable opportunities for enriching educational and recreational experiences, but public and private funding shortages severely restrict access, necessitating public policy initiatives. Among criteria for successful programs for young adolescents are the following elements: (1) physical activity; (2) diversity of experience; (3) self-exploration and definition; (4) positive interaction with peers and adults; (5) competence and achievement; (6) structure and clear limits; (7) creative expression; and (8) meaningful participation. The report reviews what parents and children say they want in programs, and finds the need for new methods, strategies, and intergenerational relationships. The programs profiled address the need for meaningful community involvement and provide essential peer group activities for participants. A list of 13 references is appended. (AF)

ED 311 047   SP 031 541

Furtwengler, Carol B.
Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 89

NOTE- 17p.; Complete report is available from SREB Career Ladder Clearinghouse, 592 Tenth Street, N.W., Atlanta, GA 30381-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Incentives; Merit Pay; *Motivation Techniques; *Professional Development; Program Evaluation
IDENTIFIERS- Arizona; North Carolina; South Carolina; Utah

This report summary focuses on third-party evaluations of career ladder/incentive pay programs in four states: North Carolina, South Carolina, Arizona, and Utah. The summary addresses programs that contain the concepts included in performance-based ladders, job-enlargement ladders, and professional-development ladders. The first section presents highlights from four major third-party evaluations of career ladder/incentive programs that have been completed or are underway at this time. The second section offers considerations that should precede a third-party evaluation and suggestions for the major steps included in the process. (JD)

ED 311 062 TM 013 880

Ligon, Glynn; Jackson, Elaine E.

Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.

Austin Independent School District, Tex.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). The appended pages contain small type and may reproduce marginally.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Documentation; Elementary Secondary Education; Evaluation Research; *Evaluation Utilization; *Program Descriptions; Program Evaluation; Research Reports; *Technical Writing; *Writing Improvement
IDENTIFIERS- Austin Independent School District TX; *Evaluation Reports; *Report Format; Summarization

The efforts of the Austin (Texas) Public School District to improve the readability and usefulness of technical reports are reviewed. Coincident with, or consequent to, a 1977 letter by W. E. Jones to the editor of an Austin paper (the "Austin American Statesman") complaining about excessively lengthy (500-page) evaluation reports, the district began to separate technical reports and summary documents. Technical reports became in-house documents and final reports took on a more newsy reporting style, with more and simpler graphics, simpler language, suggestions of actions rather than direct recommendations, standardized report features, an executive summary, and design features to guide the reader to important elements. Positive features of an evaluation report should be: (1) succinct description of the study; (2) succinct description of the analysis, in an attachment rather than in the text; (3) succinct description of the results; (4) conversational language; (5) simple presentation of numbers; (6) single idea tables; (7) placing complex tables in attachments; (8) simple, single-idea graphics; (9) popular format; (10) attractive report covers; and (11) a descriptive or inspiring title. Attachments include four pages of before and after reports reflecting the new policies. (SLD)

ED 311 089 TM 013 947

Chissom, Brad; And Others

Development of an Instrument To Assess Learning Strategies.

PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Factor Structure; Grade Point Average; *Graduate Students; Higher Education; *Learning Strategies; Learning Theories; Qualitative Research; *Test Construction; *Undergraduate Students
IDENTIFIERS- Inventory of Learning Processes; Principal Components Analysis; *Student Strategic Learning Inventory

Using items gathered directly from learners and checked against a theoretical model of learning, an instrument to assess learning strategies was developed. The approach involved collection of descriptions of learning strategies from undergraduate and graduate students, implementation of a principal components analysis to determine the factor structure of the items, and analysis of the relationship between the resulting factors and academic achievement. Development of the Student Strategic Learning Inventory (SSLI) began with an analysis of extended narratives on learning strategies written by undergraduates. Seventy-nine items were extracted and rated by 65 graduate students, 200 college sophomores, and 56 college juniors and seniors on a four-point scale. To establish construct validity of the SSLI, upperclassmen raters also completed the Inventory of Learning Processes--a 62-item, true-false instrument recognized in the literature as a measure of learning strategies. Results from both instruments were correlated with grade point average. Only a factor analysis of the items and correlation of the factor scores were used in data analysis. The procedure, beginning with narrative analysis, was repeated with a variety of students, items were added, and a 94-item instrument was the final result. The methodology of soliciting items from learners was successful, and the derived factors supported the theoretical model of learning previously proposed. Four tables are included. (TJH)

ED 311 102 UD 026 979

Banks, James A., Ed.; Banks, Cherry A. McGee, Ed.
Multicultural Education: Issues and Perspectives.
REPORT NO.- ISBN-0-205-11791-0
PUB DATE- 89
NOTE- 337p.
AVAILABLE FROM- Simon & Schuster, 160 Gould Street, Needham Heights, MA 02194-2310 ($19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; *Educational Change; Elementary Secondary Education; *Equal Education; *Minority Groups; *Multicultural Education; Religious Differences; Second Languages; Sex Fairness; Social Class; Special Education; *Teacher Education Curriculum

The purpose of this six-part curriculum of articles was to provide future teachers and in-service teachers with the knowledge, insight, and understanding needed to work effectively with both male and female students, with exceptional students, and with students from various social classes and religious, ethnic, and cultural groups. A major assumption is that substantial reforms must be made in schools to give each student an equal chance to succeed academically. These reforms are conceptualized as an institutional process that involves changing the total school environment through multicultural education. Part I, "Issues and Concepts," concerns the implications of culture for teaching in a pluralistic society, and comprises the following chapters: (1) "Multicultural Education: Characteristics and Goals" (J. A. Banks); (2) "Culture: Its Nature and Meaning for Educators" (B. M. Bullivant); and (3) "Race, Class, Gender, Exceptionality, and Educational Reform" (C. A. Grant and C. E. Sleeter). Part II, "Social Class and Religion," concerns the effect of these two variables on student behavior and the educational process, and comprises the following chapters: (4) "Social Class and Educational Equity" (C. H. Persell); and (5) "Religious Diversity and Education" (J. K. Uphoff). Part III, "Gender," takes up the questions of how educational opportunity differs for female and male students and how schools can foster gender equity, and comprises the following chapters: (6) "Gender and Educational Equality" (M. Sadker et al.); (7) "Integrating Content about Women and Gender into the Curriculum" (M. K. T. Tetreault); and (8) "Transforming the Curriculum: Teaching about Women of Color" (J. E. Butler). Part IV, "Ethnicity and Language," treats the problems of and opportunities for educating racial, ethnic, and language minorities, and comprises the following chapters: (9) "Ethnic Minorities and Educational Equality" (G. Gay); (10) "Integrating the Curriculum with Ethnic Content: Approaches and Guidelines" (J. A. Banks); and (11) "Language Diversity and Education" (C. J. Ovando). Part V, "Exceptionality," describes the issues involved in creating equal educational opportunity for handicapped and gifted students, and comprises the following chapters: (12) "Educational Equality for Exceptional Students" (W. L. Heward and M. D. Orlansky); (13) "Teaching Handicapped Students in the Regular Classroom" (J. B. Schulz); and (14) "Teaching Gifted Students" (R. F. Subotnik). Part VI, "School Reform," focuses on multicultural education as a process of school reform, and comprises the following chapters: (15) "Alternative Paradigms for Assessment in a Pluralistic Society" (J. R. Mercer); and (16) "Parents and Teachers: Partners in Multicultural Education" (C. A. M. Banks). Each chapter includes a summary, a list of questions and activities, and a list of references. Some chapters include illustrations and statistical data on tables and graphs. A glossary, a list of contributors, and an index are included. A bibliography of 113 multicultural resources is appended. (FMW)

ED 311 127 UD 027 039

Foehrenbach, Josie
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
Center for Law and Social Policy, Washington, DC.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Dec 88
NOTE- 30p.
AVAILABLE FROM- Center for Law and Social Policy, 1616 P Street, NW, Suite 350, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compulsory Education; Early Parenthood; Program Proposals; *Social Services; *State Programs; State Surveys; *Truancy; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children

"Learnfare" is a term applied to the mandating of school attendance for teen parents and/or school age dependent children in households receiving Aid to Families with Dependent Children (AFDC) benefits as a condition of continued eligibility. This idea emanates from policymakers' concern about high truancy and dropout rates generally, basic skills deficits among many AFDC recipients, and the prospect of long-term welfare dependency for poorly educated populations. However, a learnfare model that applies sanctions for poor school attendance without improving the educational services available to students who are habitually absent will likely achieve neither the nominal goal of attendance improvement nor the more relevant goal of educational remediation. Policymakers' energy would be better spent in providing at-risk students with schools they consider worth attending than in targeting short-term goals without improving the schools' ability to educate. Some states have made punitive learnfare a first choice attendance-improvement program instead of a last resort. By oversimplifying the reasons for the academic failure of poor children and diverting attention from institutional reform issues, learnfare could undermine more systematic and comprehensive efforts to improve the educational prospects of at-risk students. This document describes existing learnfare models in Minnesota, Ohio, Maryland, Florida, New Jersey, New Mexico, and Wisconsin, and discusses a failed attempt to institute learnfare in California. A proposal for an alternative program for teen parents is presented. (PB)

ED 311 140 UD 027 066

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE- Jul 89
NOTE- 57p.; For 1987-1988 report, see ED 298 221.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Reading Improvement; Remedial Mathematics; *Remedial Programs; Remedial Reading; Secondary School Students; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI

The School District of the City of Saginaw (Michigan) operates a compensatory education delivery system in reading and mathematics consisting of two programs, Elementary and Secondary Academic Achievement (A2). The program was designed to provide direct instruction to 2,613 students in grades 1 through 12. The goal of A2 was to improve the pupils' reading and/or mathematics achievement. Instruction occurred primarily in small group settings outside the regular classroom at the elementary level, and in a regular classroom setting with a reduced number of students at the secondary level. The 1988-89 compensatory education delivery system showed an increase over the previous year in terms of the percentage of grade levels meeting the standard in both reading and mathematics. Overall, A2 results present a picture of a much improved program, especially at the elementary level; and the results look better than average when compared statewide. The results of the pre- to post-testing of compensatory education students indicate the overall greatest gains in reading were made at the first grade level, but that all grades attained the performance standard except grade 7. Mathematics gains were also greatest at grade 1, but all grades met the standard except grade 7. The findings of a process evaluation report were combined with the data included in this report to develop 11 recommendations for improving program implementation for 1989-90. Extensive statistical data are included in five tables and two appendices. (PJ)

ED 311 076 TM 013 916

Kulick, Edward; Hu, P. Gillian
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-89-18
PUB DATE- 89
NOTE- 37p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; College Bound Students; *College Entrance Examinations; Comparative Testing; *Difficulty Level; Ethnicity; Higher Education; High Schools; Hispanic Americans; Mathematics Tests; *Racial Differences; Reading Tests; *Sex Differences; Test Bias; *Test Items; Verbal Tests; White Students
IDENTIFIERS- *Differential Item Performance; Mantel Haenszel Procedure; *Scholastic Aptitude Test

The relationship of differential item functioning (DIF) to item difficulty on the Scholastic Aptitude Test (SAT) was examined, based on data from nine recent administrations of the test from June 1986 through December 1987. This pool of information includes item statistics on 765 verbal and 540 mathematical items computed for subgroups of White, Hispanic, Black, Asian American, male, and female examinees. In general, item difficulty is related to DIF. The nature of the relationship appears to be independent of the choice of DIF indices (either the Mantel-Haenszel or the standardization approach). The relationship was not dependent on test form. However, the relationship was dependent on the particular group comparison and on both the test sections and the item type being analyzed. The relationship was strong for each of the racial and ethnic group contrasts (in which Black, Hispanic, and Asian American examinees were compared in turn with White examinees), but was weak for the female and male examinee contrast. The relationship also appeared stronger on the verbal than on the mathematical sections. The relationship is such that more difficult items tended to exhibit positive DIF (the DIF favored the focal group over the White reference group). On the verbal sections, only the reading comprehension item type failed to exhibit a strong relationship. An index of the relative difference in omit rates between groups matched in ability correlated very highly (negatively) with DIF. Although DIF and this latter index are mathematically dependent measures, it was proposed that the latter index may be partly responsible for the relationship between DIF and item difficulty. Hispanic and Black focal groups tended to omit differentially less than did the White reference groups; for Asian Americans the opposite held. Eight figures and 17 data tables are provided. (TJH)

ED 311 114 UD 027 007

Hatzichristou, Chryse; Hopf, Diether
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
PUB DATE- Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Factor Analysis; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; *Migrant Children; *Migrant Problems; Peer Relationship; Public Schools; Questionnaires; Self Concept; *Social Adjustment; *Social Integration; Social Isolation; Teacher Student Relationship
IDENTIFIERS- *Greece; *Greeks; Self Description Questionnaire; West Germany

Academic and social problems of the children of migrant workers are compounded when these families remigrate to their home countries. This study explores patterns of Greek remigrant children's social adjustment and integration in Greek public schools after their families' return to Greece, principally from the Federal Republic of Germany. The social adjustment level of migrant children is defined using the perspectives of teachers, peers, and self; teacher-, peer-, and self-rating instruments were used. The study advances the following hypotheses: (1) Greek remigrant children experience more social adjustment and functioning difficulties than local children; (2) the length of stay in Greece after remigration constitutes a critical factor in the nature and severity of the children's problems; and (3) language competence is an important variable in the adjustment process. The sample consisted of the following groups of fifth and sixth grade students: (1) "early-return" students who had returned to Greece in 1984 or before; (2) "late-return" students who had returned during the last two academic years; and (3) a control group of classmates of the remigrant students. Late-return and early-return students were found to have varying inter- and intrapersonal difficulties with social isolation and adjustment, suggesting that these students should be recognized as distinct groups with special needs. The study includes 8 tables, 1 figure, and a list of 17 references. (AF)

ED 311 048 SP 031 542

Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Apr 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Black Colleges; *Career Choice; Elementary Secondary Education; *Enrollment Rate; Higher Education; *Minority Group Teachers; *Standardized Tests; Teacher Certification; *Teacher Supply and Demand
IDENTIFIERS- *United States (South)

The gap between the number of minority teachers and the proportion of minority students enrolled in elementary and secondary schools in Southern Regional Education Board (SREB) states continues to widen. This publication discusses the impact of historically black institutions on the supply of minority teachers and the actions taken by SREB states to increase the number of minority teachers.

The problem is examined in the light of the following factors: (1) the overall minority undergraduate enrollment and degrees awarded; (2) opportunities for careers in other fields; and (3) the effects of standardized testing for teacher certification. Strategies to increase the number of minority teachers are suggested. (JD)

ED 311 063 TM 013 882

Wilkinson, L. David; Galindo, D. Letticia
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Mar 89
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Adolescents; Comparative Testing; Educational Assessment; High Schools; *High School Students; *Knowledge Level; Literature; National Surveys; North American History; School Districts
IDENTIFIERS- *Austin Independent School District TX; *National Assessment of Educational Progress

The knowledge that 17-year-old students in a local city school district had of literature and history was assessed using the same test items administered by the National Assessment of Educational Progress (NAEP). A review of national results of the NAEP examination in 1986 has highlighted the gaps in knowledge of this age group. The Austin (Texas) Independent School District (AISD) assessed its students by administering 141 U.S. history and 121 literature items from the NAEP test to 960 high school students in the spring of 1988. Most of the students tested were either 16 or 17 years old at the time of testing. Although problems with the representativeness of the AISD sample and the comparability of AISD and national sample place some limitations on the confidence of the statement, AISD students outperformed the national sample after both descriptive and inferential analyses. Nationally, 60 of 141 questions were passed (answered correctly by at least 60% of the students), while AISD students passed 86 history questions. In literature, 51 of 121 questions were passed nationally, while AISD students passed 67 of 121 questions. Even though Austin students did better than students nationally, the 61% passing rate in history and 60% passing rate in literature leaves plenty of room for improvement. Six figures give study data. Fourteen attachments present administrative cover letters, teacher checklists, and explanations used in the program; the test item rank order results; a list of test items; and NAEP objectives. (SLD)

ED 311 090 TM 013 982

Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- DR-RCGS-1987-1.11
PUB DATE- 87
NOTE- Data Series DR-RCGS-1987-1.11. Announcement: CS-89-317. For related data file, see TM 013 876.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (SAS file or SPSS-X file, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Records; *Bachelors Degrees; *College Graduates; Employment Level; Higher Education; Statistical Analysis
IDENTIFIERS- *Recent College Graduates Study 1987

The transcript component of the 1987 Recent College Graduates Study (RCGS-1987) is presented. This transcript data file, RECENT.GRADS.TRNSCRPT.A8586, is the second of three data files produced from the RCGS-1987. Although the purpose of the RCGS is to provide data on the educational experiences and post-degree employment 1 year after graduation of people who obtained a bachelor's or master's degree from an American college or university, the transcript file is restricted to bachelor's degree recipients. The file contains 16,977 transcripts from the 1985-86 graduates, representing a 90% response from degree-granting institutions, and an additional 8,742 transcripts from institutions transferring credits. Of the 16,977 graduates, 14,430 have complete transcripts representing their entire postsecondary education. The file is organized in four levels of records (student, institution and transcript, term, and course). A complete description of the transcript data collection process is provided in the tape documentation. This data file allows complete analyses of such items as: (1) courses taken; (2) grade point averages; (3) credit hours; (4) grading systems; (5) calendar systems; and (6) courses organized according to the graduate's major field of study. POPULATION: Degree Granting Institutions; Credit Transferring Institutions. TYPE OF SURVEY: Follow-up Survey; Sample Survey; National Survey. SAMPLE: Bachelor's Degree Recipients (18,825). RESPONDENTS: Degree Granting Institutions (16,977 Transcripts); Credit Transferring Institutions (8,742 Transcripts). RESPONSE RATE: Degree Granting Institutions: (90%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1987. (SLD)

ED 311 128 UD 027 040

Greenberg, Mark
JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
Center for Law and Social Policy, Washington, DC.
PUB DATE- Nov 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Eligibility; *Job Training; *Program Development; State Federal Aid; State Programs; *Statewide Planning; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid To Families With Dependent Children; Family Support Act; Job Opportunities and Basic Skills Program

The Family Support Act of 1988 requires each state to set up a Job Opportunities and Basic Skills Program (JOBS) to provide a work/education/training program for recipients of Aid to Families with Dependent Children (AFDC) by October 1, 1990. The law provides a broad outline for JOBS leaves the critical decisions to the states; hence, the major choices which will determine whether the programs will be constructive or punitive will be made at the state level. The following questions should be decided early in the planning process: (1) whether parents with very young children should be required to participate; (2) number of participants; (3) categories of participants; (4) opportunities for a volunteers-first program; (5) opportunities for basic and remedial education; (6) cost of activities and number of people served; (7) safeguards to minimize sanctions; (8) provision of income supplements for participants who suffer a net loss of income by taking entry-level jobs; (9) provision of child care at market rates; and (10) time limits for benefits provided under an AFDC-U Program for two-parent families. Implementation may begin as early as July 1, 1989. Program planning may include a demographic study of potential participants and labor market needs using federal matching funds. The planning process should include the following considerations: (1) available resources; (2) the education and training needs of potential participants; (3) the actual cost of education and training components; and (4) projection of a feasible number of participants. The law requires states to develop a state plan that is available for public review and comment, but more public involvement is possible. (FMW)

ED 311 141 UD 027 067

Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.

Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.

PUB DATE- Nov 88
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Improvement; Elementary Secondary Education; Expenditures; Grants; *High Risk Students; Resource Allocation; *State Programs; *Supplementary Education; *Urban Education
IDENTIFIERS- Massachusetts; *Massachusetts Public School Improvement Act 1985

Grant funds totaling over $136 million were awarded during fiscal year 1988 to 408 Massachusetts educational agencies, pursuant to the Massachusetts Public School Improvement Act (Chapter 188) and An Act Enhancing the Teaching Profession and Recognizing Educational Achievement (Chapter 727). Twelve grant programs reaching virtually every school in the State provided educational opportunities for at-risk students, support for teachers and administrators, encouragement for community and parent involvement, and enhancement of the curriculum. Formula grants received wide participation because local appropriating bodies had only to decide to accept them. Discretionary grants, which were awarded for program planning, expansion, and implementation, were competitive, and priority was given to districts with demonstrated need. Over two-thirds of Chapter 188 funds were distributed to urban centers, with the balance divided among rural and suburban communities. This report describes the programs that received grants. It also lists the local and regional academic and vocational districts, the educational collaboratives, the independent vocational schools, the county agricultural schools, and the collaborations for gifted and talented students that received grants for these programs, and the dollar amount of the grant, indicated by program expenditure. Appended are a list of Department of Education publications on Chapter 188, and a list of the Chapter 188 program contacts. The report includes 15 tables and 9 figures. (PB)

ED 311 049 TM 013 251

Muthen, Bengt
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 85p.
GRANT- OERI-G-86-003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Elementary Education; *Elementary School Students; Grade 8; International Studies; *Latent Trait Theory; Mathematical Models; Mathematics Instruction; *Mathematics Tests; *Psychometrics; Testing Programs
IDENTIFIERS- *Multidimensional Models; *Second International Mathematics Study; Test Sensitivity

This paper discusses new psychometric analyses that improve capabilities for relating performance on achievement test items to instruction received by examinees. The modeling discussion is closely tied to data for eighth graders in the United States provided by the Second International Mathematics Study (SIMS), comprising not only responses to a set of achievement items at the beginning and end of the eighth grade but also a relatively rich set of student background information, including opportunity-to-learn information specific to each item. Taking item response theory (IRT) as a starting point, this paper summarizes B. Muthen's work on a set of new psychometric analysis techniques that give a richer description of achievement-instruction relations. Six topics that expand standard IRT and deal specifically with the effects of varying instructional opportunities are discussed: (1) variation in IRT measurement characteristics; (2) multidimensional modeling; (3) modeling with heterogeneity levels; (4) estimation of trait scores; (5) predicting achievement by relating trait to student background; and (6) relationship of change in general and specific traits to instructional opportunities. The core test of 40 items used in the SIMS, four tables, and 38 graphs are provided. (TJH)

Berger, Martijn P. F.
On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45.
Twente Univ. of Technology, Enschede (Netherlands).
REPORT NO.- 89-4
PUB DATE- Jun 89
NOTE- 37p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Difficulty Level; *Efficiency; Equations (Mathematics); *Heuristics; *Item Sampling; *Latent Trait Theory; *Mathematical Models; Test Items
IDENTIFIERS- One Parameter Model; Parametric Analysis; Three Parameter Model; Two Parameter Model; *Variance (Statistical)

The problem of obtaining designs that result in the most precise parameter estimates is encountered in at least two situations where item response theory (IRT) models are used. In so-called two-stage testing procedures, certain designs that match difficulty levels of the test items with the ability of the examinees may be located. Such designs have the advantage that the variance of the estimated parameters can be controlled. In situations in which IRT models are applied to different groups, efficient multiple-matrix sampling designs are applicable. The choice of matrix sampling designs will also influence the variance of the estimated parameters. In this paper, heuristic arguments are given to formulate the efficiency of a design in terms of an asymptotic generalized variance criterion, and a comparison of the efficiencies of several designs is made. It is shown that some designs may be found to be most efficient for the one-parameter model and two-parameter model, but not necessarily so for the three-parameter model. Five figures are included. (Author)

ED 311 103 UD 026 982

Corporate/Community Schools of America. Progress Report 1987-88.
Corporate/Community Schools of America, Chicago, IL.
PUB DATE- Apr 88
NOTE- 31p.; For later report, see UD 026 983.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cooperative Programs; *Demonstration Programs; *Educational Change; Elementary Education; Innovation; Program Descriptions; *School Business Relationship; *School Effectiveness; *Urban Schools
IDENTIFIERS- *Coalitions; *Corporate Community Schools of America; Illinois (Chicago)

This document comprises a progress report on the 1987-88 activities of Corporate/Community Schools of America (C/CSA), a not-for-profit coalition of business executives, concerned educators, and community leaders working to reform urban public education by setting standards for higher quality and by demonstrating successful instructional methods and sound school management principles that can be replicated in inner-city public schools nationwide. C/CSA establishes and operates business-sponsored elementary schools grounded in sound research, successful teaching methods, and "market-driven" innovations. The following highlights of 1987-88 activities are outlined: (1) hiring a principal for the first model school; (2) assembling an advisory board; (3) reviewing the histories of model schools and incorporating effective elements into planning; and (4) developing criteria for effective school reform in Chicago and beginning to work with leaders to promote that vision. A chart illustrates original objectives and results achieved. The following objectives for 1988-89 are outlined: (1) open the Chicago model school and make significant progress in fulfilling the school's mission; (2) continue to establish strong ties with leaders in Chicago to assure that methods demonstrated are adopted by public schools; (3) expand national advisory board membership to establish C/CSA programs in at least one other city; and (4) secure the pledges needed to meet the 3-year funding target. A summary of expenditures, cash flow, and future funding is illustrated with statistical data on two graphs and two tables. The appendices comprise the following material: (1) background material on principal selection, a corporate education partnership study, a model school study, and involvement in reform activity; (2) lists of investors, personal contributors, and endorsements; and (3) a description of the organization and board structure. (FMW)

ED 311 115 UD 027 008

Woody, Bette
Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 30p.
AVAILABLE FROM- The Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Employment; Blacks; Economic Climate; *Economic Status; Employment Level; *Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); *Females; Labor Force; Public Policy; *Service Occupations; White Collar Occupations
IDENTIFIERS- *Feminization of Poverty

This report of a study based on research and analysis of U.S. Census data examines how the services economy and its component industrial sectors have spurred employment growth and with its gains and losses for black women. The report is divided into three parts. The first part looks at current theories related to work and workforce participation in the economy along with trends in employment of black women in the recent past. While services employment opportunities have allowed black women to move from low paid domestic employment into mainstream occupations and workplaces, deepening economic stress among black families is related to the growth in the proportions of black women who are heading households. The second part examines the services economy in depth and patterns of job gains and earnings for black women accompanying the vast recent expansion of services. Increasing employment of black women in male-intensive services, transitional service sectors, and female-intensive services are studied. The third section explores impacts of service industries on black women's earnings and future employment. The report includes 11 statistical tables, and 37 references are appended. (AF)

ED 311 064 TM 013 887

Mangino, Evangelina; And Others

Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.

Austin Independent School District, Tex. Office of Research and Evaluation.

PUB DATE- Aug 89

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; Annual Reports; *Criterion Referenced Tests; Elementary School Students; Elementary Secondary Education; High School Students; Local Norms; School Districts; Scores; *Standardized Tests; Testing Programs; *Test Results

IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; Tests of Achievement and Proficiency; Texas Educational Assessment of Minimum Skills

The academic achievement of students in the Austin (Texas) Independent School District (AISD) is reported using their scores on the Texas Educational Assessment of Minimum Skills (TEAMS), the Tests of Achievement and Proficiency (TAP), the Iowa Tests of Basic Skills (ITBS), the Preliminary Scholastic Aptitude Test (PSAT), and the Scholastic Aptitude Test (SAT). The TEAMS tests are criterion-referenced tests that measure a subset of the essential elements adopted by the State Board of Education. AISD students scored near state averages and above urban district averages on the TEAMS tests, and they continued to show an increase in the percentage of those demonstrating mastery of basic skills. Achievement levels on the TAP and ITBS increased, with Black and Hispanic students making the greatest gains. SAT scores for AISD seniors averaged above those of the state and the nation. The AISD had three times the number of Merit Scholarship semifinalists, determined by the PSAT, as was expected for a district its size. Twenty-one graphs and 12 tables give test results for the different tests. Nine attachments give tabulated information about the individual tests for grades 1 through 12. (SLD)

ED 311 078 TM 013 919

A Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 58p.; For related documents, see TM 013 920, TM 013 922-923, TM 013 925, TM 013 927-929. Tables may not reproduce clearly.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accounting; Comparative Analysis; Data Analysis; *Data Collection; Educational Finance; Elementary Secondary Education; Evaluation Methods; *Financial Policy; *Guides; School Districts; *School District Spending; *State Aid; State Programs
IDENTIFIERS- Council of Chief State School Officers; Educational Information; *Education Data Improvement Project; National Center for Education Statistics

Two handbooks that serve as a basis for each state's financial data reporting system for the National Center for Education Statistics are compared as part of the Education Data Improvement Project of the Council of Chief State School Officers. The Project's goal is to improve the quality of data submitted to the common core of data of the Center. The two handbooks are: (1) "Financial Accounting: Classifications and Standard Terminology for Local and State School Systems" (1973) (designated as 2R); and (2) "Financial Accounting for Local and State School Systems" (1980) (designated as 2R-squared). A survey of 30 states revealed that seven states used 2R, 15 used 2R-squared, two used a hybrid of the two handbooks, and six used earlier versions of the handbooks or some other source.

The analysis of the revenues and expenditures ledgers in the two handbooks illustrate a number of points at which they differed; these are discussed and summarized in six tables. Appendices summarize the revenues and expenditures ledgers for the handbooks. (SLD)

ED 311 091 TM 014 015

Burgess, Sandra E.
A Tailored Educational Evaluation Program.
Harlandale Independent School District, San Antonio, Tex.
PUB DATE- 88
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Curriculum Evaluation; *Educational Assessment; Elementary School Curriculum; Elementary School Students; Grade 1; Grade 2; Grade 3; Holistic Evaluation; Inservice Teacher Education; *Instructional Effectiveness; Instructional Improvement; *Limited English Speaking; *Mexican Americans; Minimum Competency Testing; Primary Education; *Test Coaching; Tutoring; Writing Evaluation
IDENTIFIERS- *Harlandale Independent School District TX; Practice Tests

The systematic learning program developed and implemented at Columbia Heights Elementary School (CHES) in San Antonio (Texas) in 1986-87 and 1987-88 is described. CHES is located in a low socio-economic neighborhood made up of 99% Mexican Americans and was identified as having one of the lowest quartile test scores in the state in 1986. Forty-two percent of the students have been identified as limited English proficient students. The educational program was developed because of the growing demand for educational accountability by the district. The purpose of the program at CHES was to improve learning and instruction while concurrently providing children with test-taking skills. This paper describes the educational program and its effectiveness in raising academic achievement and standardized test scores. Over a 2-year period the program consisted of four project activities: (1) practice test program; (2) tutoring program; (3) weekly activities focused to improve test-taking skills; and (4) inservice teacher education on the writing process, on holistic grading, and on six correlates for effective schools. Results have been positive; test scores on achievement tests have improved significantly over the 2-year period. The campus atmosphere has changed dramatically; and parents, teachers, and administrators have become actively involved in helping children to learn and to succeed. Practice tests of minimum skills in reading, writing, and mathematics, and a campus action plan for grades 1 through 3 are appended. (TJH)

ED 311 129 UD 027 041

Greenberg, Mark
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
Center for Law and Social Policy, Washington, DC.
PUB DATE- Nov 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Adult Basic Education; *Compliance (Legal); *Federal Legislation; Federal Regulation; *Job Training; *Program Development; *State Programs; Statewide Planning; *Welfare Services; Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; Community Work Experience Program

This document outlines all areas of the Family Support Act of 1988 that States should consider when implementing the mandated Jobs Opportunities and Basic Skills (JOBS) Program to provide a work/education/training program for recipients of Aid to Families with Dependent Children (AFDC). The following areas are addressed: (1) time frames and planning; (2) participation; (3) range of services; (4) service provision; (5) selection of activities and services; (6) dispute resolution and sanctions; (7) general provisions for all components; (8) educational activities and requirements; (9) work supplementation; (10) the Community Work Experience Program (CWEP); (11) job search; (12) child care; (13) supportive services other than child care; (14) supplementing lost income for former recipients; (15) extended eligibility for child care; (16) extended eligibility for medical assistance; (17) Federal and State financial participation; (18) Indians; (19) performance standards, reporting requirements, and implementation and effectiveness studies; (20) new provisions for the AFDC-U program; (21) other AFDC Amendments; and (22) demonstration projects. Each section contains an overview of the law followed by a discussion of State options and a discussion of possible areas for regulation by the U.S. Department of Health and Human Services (HHS). The child support provisions of the Act are not discussed, and the portions pertaining to Medicaid and demonstration projects are discussed very briefly. (FMW)

ED 311 142 UD 027 068

Wittebols, James H.; And Others
Collecting National Dropout Statistics.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 86
NOTE- 56p.; Appendix contains marginally legible print.
CONTRACT- 300-85-0146
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Definitions; *Dropout Characteristics; *Dropouts; Elementary Secondary Education; *Identification; Individual Characteristics; *Recordkeeping; School Statistics; *State Surveys

This report of the Education Data Project presents the findings of the Task Force on Collecting National Statistics on Dropouts, created to recommend ways of arriving at accurate, comparable, and timely state and national dropout statistics. The major recommended strategy is to agree on specific data to be collected by the states and to establish definitions and specific criteria for collecting the data. The report reviews problems in establishing definitions, and indicates how each state arrives at a definition of a dropout. It also makes general recommendations for collecting dropout data. The report contains four tables and two exhibits that present the dropout data currently collected by each state. An appendix presents in tabular form the components of each state's definition of a dropout, a graduate, an expelled student, and a suspended student. Also included are the names and affiliations of Task Force members, and the names of each state's data collector. (MH)

ED 311 050 TM 013 605

Perkins, Kyle; Duncan, Ann

The Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.

PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; *Expressive Language; Grade 6; Instructional Development; Intermediate Grades; Item Analysis; Language Tests; *Language Usage; Latent Trait Theory; Organization; *Prerequisites; Standardized Tests; *Standard Spoken Usage; Syntax
IDENTIFIERS- *Iowa Tests of Basic Skills; *Ordering Theory

Item responses from a standardized language arts usage and expression test were submitted to an ordering-theoretic data analysis procedure to identify the significant prerequisite relationships that underlay the data set. Responses were elicited from a sample of 81 sixth graders who took the Iowa Tests of Basic Skills, Form G, Level 12 usage and expression test, which contains 22 usage items and 18 expression items. The test assesses 28 skills objectives that fall into seven major categories (conciseness and clarity; appropriateness; organization; and use of verbs, pronouns, modifiers, and context). Ordering theory, which is defined as an approach to fundamental measurement that has as its intent the definition of the best fitting linear or non-linear hierarchical network among a series of tests, was the basis for the analysis. It is a deterministic measurement model that uses task response patterns to identify both linear and non-linear qualitative, prerequisite relations among tasks or behaviors. In general, it was found that success with paradigmatic elements was a prerequisite for success with syntagmatic units. The paper concludes with an illustration of the means by which ordering-theoretic results can be used in instructional design. Three figures and two data tables are included. (TJH)

Corporate/Community Schools of America. Progres Report, 1988-89.
Corporate/Community Schools of America, Chicago, IL.
PUB DATE- Jun 89
NOTE- 25p.; For earlier report, see UD 026 982.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cooperative Programs; *Demonstration Programs; *Educational Change; Elementary Education; Innovation; Parent Participation; Program Descriptions; *School Business Relationship; *School Effectiveness; *Urban Schools
IDENTIFIERS- *Coalitions; *Corporate Community Schools of America; Illinois (Chicago)

This document comprises a progress report on the 1988-89 activities of the Corporate/Community Schools of America (C/CSA), a not-for-profit coalition of business executives, concerned educators, and community leaders working to reform urban public education by setting standards for higher quality and by demonstrating successful instructional methods and sound school management principles that can be replicated in inner-city public schools nationwide. C/CSA establishes and operates business-sponsored elementary schools grounded in sound research, successful teaching methods, and "market-driven" innovations. The following major goals were accomplished in 1988-89: (1) opening the flagship demonstration school in Chicago; (2) involving parents in their children's learning and providing opportunities for their own educational development; and (3) establishing a program to connect students and their families with social service agencies that can help them surmount societal obstacles to learning. The following goals for 1989-90 are outlined: (1) instructional program development; (2) faculty development; (3) parent programs and involvement; (4) social service support network; (5) professional development; (6) public school outreach; (7) research and evaluation; and (8) reform and project development. A summary of cash flow and expenditures is illustrated with statistical data on two charts and one graph. Lists of contributors and donors are appended. (FMW)

ED 311 116 UD 027 009

Gray, Mattie Evans
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
California State Univ., Sacramento.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0782-2
PUB DATE- 88
NOTE- 188p.; Developed by the CIRCLE Project. Some illustrations may not reproduce clearly.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00 plus tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Black Youth; Career Education; *Career Exploration; *Females; *Individual Development; Interpersonal Communication; Personal Narratives; Responsibility; Secondary Education; *Self Actualization; *Self Esteem; Values; Workbooks

This illustrated workbook is designed to help young black women develop self-esteem and explore career options. Part I, "Who Am I?" comprises the following chapters: (1) "The Search for Self," exploring attitudes, feelings, values, and interests; (2) "How I Get Along with People," discussing interpersonal communication and language behavior; and (3) "My Place in the World of Work," identifying work habits and values, and focusing on the connection between skills acquired in school and future job success. Part II, "Where Am I Going?" comprises the following chapters: (1) "From Learning to Earning," reviewing school experiences and identifying skill areas; and (2) "What Are My Career Options?," matching skills, interests, and work values with career choices. Part III, "How Do I Get There?" comprises the following chapters: (1) "Reality and Responsibility," examining the connection between personal decisions and academic and career success and exploring attitudes towards marriage and parenthood; and (2) Defining My Own Success," summarizing and applying the insights developed in the earlier chapters. Each chapter includes exercises to help identify strengths and weaknesses in order to develop potential. The personal narratives of 21 successful adult black women are also included under the rubric, "Images." An index and a list of California State Department of Education publications are appended. (FMW)

ED 311 143 UD 027 069

Szablya, Helen
The Enterprise Foundation.
Enterprise Foundation, Columbia, MD.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Community Services; *Daily Living Skills; *Demonstration Programs; *High Risk Persons; Job Training; Literacy Education; Program Descriptions; Staff Development
IDENTIFIERS- *District of Columbia

This document describes five demonstration programs administered by the Enterprise Foundation in the Washington, D.C., area. The purpose of the Partners for Success Program is to support and assist hard-to-employ jobseekers in setting and achieving both professional and personal goals. The Words for Life Program is a workplace literacy project to improve the literacy of unemployed and underemployed Baltimore residents, who enter the program reading at the zero to fourth grade level. The Youth Internship Program is a public-private partnership initiative to allow Washington's at-risk youth to learn job skills while earning income in the private sector. The Middle East Family Support and Development Center is a prevention-oriented drop-in program for young families, intended to reduce teen pregnancies, improve the competence of young parents, and serve as a community center. The fifth program, Enterprise Jobs of Washington, serves as a laboratory for the foundation and trains employment program staff nationwide, while serving the local community with job counseling, training, and placement. The foundation also offers a four-day comprehensive training course for employment counselors and maintains an automated system for tracking the demographic characteristics of job program applicants, along with placement and retention information. (PB)

ED 311 051 TM 013 835

Rutherford, William L.
Secondary School Homework Practices: Uses and Misuses.

PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; High Schools; *High School Students; *Homework; Parent Conferences; Principals; *Program Evaluation; Secondary School Teachers; Student Motivation; *Study Habits; Teacher Participation
IDENTIFIERS- *Homework Emphasis Program

An assessment of the Homework Emphasis Program (HEP) at a senior high school located in a mid-sized city is presented. This program is intended to increase student learning and decrease the number of failing grades by encouraging students to complete all assigned homework. HEP involves warnings to students who have not completed homework assignments; contacts with parents; referrals to the principal; teacher strategies to insure completion of homework; special early morning sessions monitored by the principal; and conferences involving parents, students, and the principal. The assessment involved structured interviews with 25 teachers, 20 students identified by the teachers as affected by the program, 20 students identified as unaffected, and 16 parents. In addition, the school principal was formally interviewed and informal meetings were conducted with school administrators. Other data were taken from the school district's Department of Management Information Data Services. Results indicate that: (1) homework did significantly influence course grades; (2) homework may actually have a negative affect on learning due to misunderstandings about its purpose and the best approach to its execution; and (3) attention should be given to preparation, extension, and creativity in the assignment and evaluation of homework assignments. (TJH)

ED 311 065 TM 013 888

Turner, Belinda Olivarez; And Others
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Elementary Secondary Education; English (Second Language); *Limited English Speaking; *Mathematics Achievement; Minority Groups; *Reading Achievement; Scores; Spanish Speaking; *Test Results; Transitional Programs; Vietnamese
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Monitoring Progress; Texas Educational Assessment of Minimum Skills; *Writing Achievement

The achievement levels of limited-English-proficient (LEP) students in the Austin (Texas) Independent School District in mathematics, reading, and writing are reported and compared with those of students in previous years. The district enrolled 4,888 LEP students in 1988-89 (89% were Spanish speakers, 4% were Vietnamese, and 7% represented 49 other language groups). Most were served through Transitional Bilingual Education (TBE) and English as a Second Language (ESL) programs. Mastery percentages on the Texas Educational Assessment of Minimum Skills (TEAMS) examinations for grades 1 through 9 increased in 8 of 15 comparisons by grade and subject area. Exit-level TEAMS scores for 11th graders indicated that TEAMS must be a special emphasis if LEP students are to graduate on time. On the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency, Spanish-speaking students gained over one grade equivalent (GE) between spring 1988 and spring 1989 in about half the comparisons. Vietnamese LEP students gained over one GE in 25 of 36 comparisons. Compared to the 1986-87 school year, the LEP junior high dropout rate declined in 1987-88, but the dropout rate for senior high rose. Ten graphs and 11 tables present data from these studies. Six attachments, with eight tables, contain summary statistics, program summary data, and definitions used in the Generic Evaluation System (GENESYS) developed by the AISD to evaluate student achievement. (SLD)

ED 311 079 TM 013 920

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.

Council of Chief State School Officers, Washington, D.C.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 48p.; For related documents, see TM 013 919, TM 013 922-923, TM 013 925, TM 013 927-929. Data tables may not reproduce clearly.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Average Daily Membership; Comparative Analysis; *Databases; *Data Collection; Definitions; Elementary Secondary Education; *Enrollment Rate; *Evaluation Methods; National Surveys; Public Schools; *State Programs
IDENTIFIERS- Common Core of Data Program; Council of Chief State School Officers; Data Files; *Education Data Improvement Project; National Center for Education Statistics

The terms, definitions, and procedures used by states in obtaining student counts are investigated as part of the Education Data Improvement Project of the Council of Chief State School Officers. The Project describes state collection of data elements currently contained in the common core of data of the National Center for Education Statistics. In this first year of the Project, the focus was on school and school district universe files for: (1) describing states collecting specific data elements; (2) giving the definitions and specifications used by each of the states; and (3) isolating discrepancies in the ways different states define and measure various elements. Current universe files contain listings of every elementary and secondary public school (approximately 87,000) and approximately 16,000 public school districts in the country. This report describes the types of data generally available on student counts; discusses specific findings on terms, definitions, and procedures used by individual states and nationally for student counts; and recommends ways to make specific student counts comparable across states. Findings are summarized in seven tables, which make these comparisons possible. (SLD)

ED 311 092 UD 026 672

Rumberger, Russell W.
High School Dropouts: A Problem for Research, Policy, and Practice.
PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; Educational Policy; Educational Practices; Educational Research; High Schools; *High School Students; Intervention; Models; *Policy Formation; Potential Dropouts; *Research Needs; Socioeconomic Status; Theory Practice Relationship

The problem of high school dropouts has generated increased interest among researchers, policymakers, and educators in recent years. This paper examines the many issues involved in trying to understand and solve this complex social and educational problem. The issues are grouped into four areas, related to the incidence, causes, consequences, and solutions to the problem. Within each area, the discussion identifies the important issues involved, the current state of research on the issues, and considerations for future research. The paper also attempts to portray the particular interests of the various groups that are concerned with these issues and the many disciplinary perspectives that have been or should be represented in understanding them. Data are presented on two tables. A 44-item list of references is included. (BJV)

ED 311 130 UD 027 056

Pike, Daniel W.; Weisbender, Leo

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Oct 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Schools; *Enrollment; *Enrollment Trends; High Schools; Junior High Schools; *Magnet Schools; School Demography; Special Education; Statistical Data; *Student Mobility; *Transfer Students; Trend Analysis; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises a report on transiency and stability for the Los Angeles Unified School District (LAUSD) for 1987-88. Transiency refers to the number of students who enter and leave during the school year expressed as a percentage rate. Stability refers to the student population that has remained in the school all year expressed as a percentage rate of the starting enrollment. Data were gathered from all regular, magnet, and special education schools relating to the number of students who entered and left each month. Data for continuation and opportunity high schools, community adult schools, and skills centers were not included. Rankings were computed for each group with a district summary. The following findings are reported: (1) schools of choice (magnet schools and centers) had the highest stability and lowest transiency rates; (2) elementary schools tended to be more stable and less transient when compared to district-wide averages; (3) senior high schools tended to be more transient and less stable when compared to district-wide averages; and (4) the 1987-88 transiency rates appear to be higher than in previous years and the stability rates appear lower due to refinements in the formula used for analysis and do not suggest substantially different transiency and stability patterns. The following statistical data are included on nine tables: (1) overview results for the district; (2) results for elementary, junior high and senior high schools, schools of choice, and special education schools arranged in alphabetical order by school; and (3) summary rates for transiency and stability since 1968. (FMW)

ED 311 105 UD 026 987

"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
Consortium on Employment Communication, Long Beach, CA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 89
NOTE- 52p.
AVAILABLE FROM- Consortium on Employment Communication, 1250 Bellflower Blvd., Attn: IE2-117, Long Beach, CA 90840-5501 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Education; *Curriculum Development; Curriculum Guides; *English (Second Language); Federal Legislation; *Limited English Speaking; *Second Language Programs; *Undocumented Immigrants; United States History
IDENTIFIERS- Immigration and Naturalization Service; *Immigration Legislation

The Immigration Reform and Control Act (IRCA) of 1986 mandates that applicants for permanent residency either demonstrate minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States, or show that they are satisfactorily pursuing a course of study recognized by the U.S. Attorney General to achieve such understanding. This curriculum guide is intended to assist service providers to prepare educational programs for language minority adult amnesty applicants. Goals are the following: (1) understand IRCA legislation and be able to explain requirements, rights, and obligations to applicants; (2) understand applicants' overall needs, including short- and long-term goals; (3) provide a curriculum that meets Immigration and Naturalization Service (INS) approval and is educationally sound and socially responsible; and (4) establish standards and policies that serve the applicants' best interests and safeguard confidentiality. An amnesty preparation program should contain the following components: (1) needs assessment; (2) counseling: (3) instructional program; and (4) policy to protect students and safeguard confidentiality. Curricula for the following types of instructional programs are outlined: (1) a 60-hour course preparing students to take the INS citizenship exam; and (2) a 60-hour course that integrates English as a Second Language (ESL) and citizenship and that leads limited-English speakers to a greater knowledge and understanding of United States history and government. The appendix comprises the following materials: (1) a list of 20 sample questions to assess literacy; (2) an explanation of INS testing options for the English-Civics Requirement; and (3) a list of 100 questions on History and Government. A list of 23 resources is also appended. (FMW)

ED 311 117 UD 027 013

Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
New Jersey State Dept. of Education, Trenton.
PUB DATE- May 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Low Income Groups; Pilot Projects; *Preschool Children; *Preschool Education; Program Descriptions; Program Proposals; State Programs; *Urban Programs
IDENTIFIERS- *New Jersey; Project Head Start

The New Jersey State Departments of Education and Human Services propose a Governor's Urban Prekindergarten Initiative that will significantly increase opportunities for prekindergarten education through pilot programs in urban communities. The proposed program targets three- and four-year olds who are eligible for Aid to Families with Dependent Children (AFDC). Objectives are the following: (1) follow effective practices; (2) teach basic educational and personal-social skills; (3) provide child care before and after sessions; and (4) involve parents. Districts will apply through a competitive grant process. The program comprises the following approaches: (1) a program operated in three sites by the local Board of Education supervised by the Department of Education; and (2) a program operated in the public schools of two or three local districts by a Head Start program supervised by the Department of Human Services. The Departments of Education and Human Services will provide the following services: (1) funding and consultation; (2) implementation guidelines; (3) interagency policy and planning; (4) supervision; (5) evaluation; and (6) report on program outcomes. The program will cost approximately $10 million annually for three years, subject to cost of living adjustments. A brief summary of relevant research, a plan of action, and a list of 10 questions and answers about the program are included. An 11-item bibliography is appended. (FMW)

ED 311 144 UD 027 079

Opperman, Prudence; Gampert, Richard D.
The Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 89
NOTE- 92p.; For earlier report, see ED 297 070.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Cohort Analysis; Cross Sectional Studies; *Dropout Rate; Dropout Research; *Educational Attainment; Exceptional Persons; Grade Repetition; High Risk Students; *High School Graduates; High Schools; *High School Students; Special Education; Urban Problems; Urban Schools
IDENTIFIERS- *New York City Board of Education

The cohort method was used to compute graduation and dropout rates for 82,935 New York City public high school students who entered grade 9 in 1984 and were expected to graduate in June 1988. Separate studies were conducted for the following: (1) a 1-year follow-up of the Class of 1987; (2) a 2-year follow-up of the Class of 1986; (3) a preliminary study of the Classes of 1989 and 1990; (4) self-contained special education classes whose students were born in 1970 (Special Education Class of 1988); (5) a 1-year follow-up of the Special Education Class of 1987; (6) a 2-year follow-up of the Special Education Class of 1986; (7) and a preliminary study of the Special Education Classes of 1989 and 1990. Findings include the following: (1) the 4-year dropout rates for the Classes of 1986 (21.8 percent), 1987 (22.4), and 1988 (20.8) were similar, and were expected to rise with additional years in school; (2) most students dropped out in the ninth or tenth grade and most were at least 1 year overage for their grade; (2) dropout rates for the classes of 1989 and 1990 will not differ from those of the Classes of 1986, 1987, and 1988; (4) the 4-year graduation rate for the Class of 1986, (41.0 percent), 1987 (39.2 percent), and 1988 (40.1 percent) were similar, and were expected to rise with additional years in school; (5) the dropout rate of the Special Education Class of 1987 had risen to from 24.1 to 31.3 percent; (6) the dropout rate of the Special Education Class of 1986 had risen from 24.5 to 37.5 percent; and (7) the assumption that high school is a 4-year process may no longer be valid for school management decisions and statistical calculations due to the large number of students who take more than 4 years to complete high school. Statistical data are presented on three figures and 27 tables. Three appendices provide a definition of the cohorts (general education), a school-level analysis for the Class of 1988, and graduation and dropout rates for the Class of 1986. (PJ)

ED 311 052 TM 013 838

Purves, Alan C.

The Domain of School Literature: A Framework for Assessment.

PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Curriculum Development; Elementary Secondary Education; Figurative Language; *Knowledge Level; Literary Criticism; *Literature; Literature Appreciation; *Reading Comprehension; Reading Habits; Reading Tests
IDENTIFIERS- *Assessment Instruments

The role of literature in education is examined, and implications for assessment of student understanding of literature are outlined. There are three distinct views of the role of literature in school. Literature is variously construed as an adjunct to the learning of reading and writing, as a subject with its own body of knowledge, and as an aspect of aesthetic perception. Rather than selecting any one of these views, this paper divides the domain of school literature into three interrelated aspects: (1) knowledge; (2) practice; and (3) habit. The interrelationships among these aspects are complex in that knowledge is applied in the various acts that constitute the practices and habits, and the practices and habits can influence knowledge. It is suggested, however, that these three aspects can be distinguished for the purpose of curriculum planning, and their separability is demonstrated for the purpose of testing. The testing approach, developed by the Center for the Learning and Teaching of Literature at the University of Albany (New York), involves six tests covering short stories, poetry, and non-fiction articles. Test items cover surface understanding, comprehension, text structure, and figurative language. Likert scales are used to measure aesthetic judgment, and a questionnaire is used to assess reading habits. (TJH)

ED 311 066 TM 013 889

Baenen, Nancy R.; And Others
ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-88.40
PUB DATE- Jul 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Annual Reports; Attendance Patterns; *Computer Uses in Education; Credits; Discipline; Dropout Rate; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; Grades (Scholastic); Liberal Arts; Magnet Schools; *Program Evaluation; School Holding Power; Secondary School Students; *Student Evaluation
IDENTIFIERS- *Austin Independent School District TX; *GENESYS

GENESYS--GENeric Evaluation SYStem--is a method of streamlining data collection and evaluation through the use of computer technology. GENESYS has allowed the Office of Research and Evaluation (ORE) of the Austin (Texas) Independent School District to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports standard information on specified groups of students regarding student characteristics, academic achievement, attendance, discipline, grades and credits, and dropout and retention trends. The system can be run for any group identifiable through a computer file. Most of the groups included during this first year of program operation were students served in 1988-89; some were follow-ups of groups served in 1987-88. Programs covered in this report include the Teach and Reach and AIM High elementary program and four secondary programs, including those of the Liberal Arts Academy at Johnston, the Kealing Magnet School, and the traditional academic program and the academic incentive program. Program summaries and a sample GENESYS printout for data by student are provided. (TJH)

Richardson, Robert B.
Active Affective Learning for Accelerated Schools.
Stanford Univ., Calif. Center for Educational Research at Stanford.
REPORT NO.- 88-CERAS-25
PUB DATE- Mar 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Objectives; Classroom Environment; *Classroom Techniques; Compensatory Education; Disadvantaged; Elementary Education; Elementary School Students; Emotional Response; *High Risk Students; *Humanistic Education; Minority Groups; Program Descriptions; Progressive Education; Psychoeducational Methods
IDENTIFIERS- Accelerated Schools Movement; *Affective Domain; Suggestion; *Suggestology

This paper provides the groundwork for Active Affective Learning and teaching adapted to the needs of the disadvantaged, at-risk students served by the Accelerated Schools Movement. One of the "golden rules" for the practice of Accelerated Learning, according to psychiatrist Georgi Lozanov, has been to maintain an "up-beat" classroom presentation at all times. The power of suggestion is such that dwelling on the mistakes of the past in order to avoid repeating them in the present and the future will tend to produce outcomes consistent with whatever was dwelled upon. Instead of spending time talking about what not to do, a teacher should present a simple, well-prepared program of suggestions for doing things, and then proceed to do them with the students. The following factors are discussed in creating a positive affective atmosphere: (1) physical surroundings; (2) self esteem; (3) student behavior; (4) goals and outcomes; (5) competition; (6) "right" and "wrong" answers; (7) individual learning styles and individual students; and (8) expectations and outcomes. Four notes and a 57-item bibliography are appended. (Author/FMW)

ED 311 131 UD 027 057

Pike, Daniel W.; Weisbender, Leo
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Oct 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; Elementary Secondary Education; Enrollment; *Grade Repetition; *Instructional Program Divisions; Longitudinal Studies; *Racial Differences; School Statistics; School Surveys; *Sex Differences; *Student Placement; Trend Analysis; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises a report on retention patterns in the Los Angeles Unified School District (LAUSD) showing the number and percentage of students retained in grade at the conclusion of the 1986-87 school year. Retention and enrollment data were collected from annual reports filed by all schools. Differences in sex, ethnicity, and grade level were analyzed, and differences across years were studied for longitudinal trends. The following findings are reported: (1) in June 1987, 29,786 students were retained; (2) the district retention rate dropped from 5.60 percent in June 1984 to 5.06 percent in June 1987; (3) the retention rate for elementary and senior high school students dropped from last year, while retentions for junior high school students rose slightly; (4) approximately 59 percent of those retained were males; (5) retention rates for high school students (grades 9-12) were several times higher than for elementary (K-6) or junior high (6-9) students; (6) the greatest number of elementary students were retained in grade 1; (7) most secondary students were retained in grade 10 (22.63 percent) and grade 9 (20.03 percent); and (8) although the percentage of black students retained dropped from 6.67 percent in 1986 to 6.07 percent in 1987, these students had the highest retention rate. The appendices comprise a copy of the LAUSD retention policy and five tables of statistical data. (FMW)

ED 311 080 TM 013 922

Triplett, Suzanne E.
Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 62p.; For related documents, see TM 013 919-920, TM 013 923, TM 013 925, TM 013 927-929.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Bilingual Education Programs; Comparative Analysis; *Databases; *Data Collection; Definitions; Elementary Secondary Education; *Federal Programs; Migrant Education; National Surveys; Nutrition; Public Schools; *School Districts; Special Education; *State Programs; Vocational Education
IDENTIFIERS- Common Core of Data Program; Council of Chief State School Officers; Data Files; *Education Data Improvement Project; National Center for Education Statistics

Specific issues to be resolved, prior to including federal programs information on school and school district universe files, are identified and discussed as part of the Education Data Improvement Project of the Council of Chief State School Officers. Goals of this Project are to describe state collection of data elements currently in the common core of data of the National Center for Education Statistics and to present recommendations to make the common core of data more comprehensive, comparable, and timely.

These profiles represent a sampling of individual state data collection practices in isolation from other states. They are continually being revised. Analysis will result in matrices comparing, state-by-state, the practices reflected in the profile. Profiles contain information about six federally-funded programs: (1) Chapter 1 of the Education Consolidation and Improvement Act; (2) Bilingual Education; (3) Migrant Education; (4) Special Education; (5) Vocational Education; and (6) Food and Nutrition Services. They include the state definitions of the programs and a summary of data that the states currently collect. The profiles and recommendations to improve them are summarized in three tables. Five additional tables give the state-by-state components of definitions used in the school and school district universe files. (SLD)

ED 311 118 UD 027 016

Lamas, Enrique; McNeil, John
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 89
NOTE- 10p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Employment Level; Family Financial Resources; Federal Programs; Marital Status; *Participant Characteristics; *Participation; *Predictor Variables; Racial Differences; *Research Problems; Statistical Analysis; *Welfare Services
IDENTIFIERS- *Food Stamp Program; *Medicaid; Panel Studies

This document reports on a study of the likelihood of individuals participating in the Federal food stamp program and the Medicaid program and the likelihood of exiting those programs. Data were analyzed from the first panel file of the Survey of Income and Program Participation (SIPP). Special problems with representativeness and measurement error are discussed. The following characteristics were found to be associated with participants: (1) males are less likely than females to participate and more likely to exit; (2) Blacks and Hispanics are more likely to participate than are Whites, but exit rates are similar for all racial groups; (3) those with less than a high school education are more likely than high school graduates or college graduates to participate; (4) those in a nonmarried-couple family were more likely to participate than those in married-couple families or persons not in a family; and (5) full-time workers had the lowest likelihood of participating. The following characteristics were found to be associated with those who exited: (1) those exiting programs seldom had changes in family status and marital status; (2) the majority of those who exited had no significant change in work activity; (3) exiting a program does not necessarily mean an improvement in economic status; and (4) almost one-half of those who exited the Medicaid program had failed to find a new source of health insurance coverage 12 months after leaving. Statistical data are included on six tables. Three references are appended. (FMW)

ED 311 094 UD 026 960

Medrich, Elliot A.; Rubin, Victor
Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.

California Univ., Berkeley. School of Law.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 304p.; For seven separately analyzed chapters, see UD 026 961-967.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Economic Change; *Economic Factors; Economic Research; Educational Finance; Elementary Secondary Education; Finance Reform; *Financial Support; Retrenchment; State Legislation; *State Programs; State Surveys; *Urban Programs; Urban Schools; Welfare Services
IDENTIFIERS- California; Massachusetts; Michigan; New Jersey; Proposition 2 and One Half (Massachusetts 1980); Proposition 13 (California 1978); *Tax Limitation Efforts

This collection of seven reports explores the changes in children's services that have been brought about by efforts to limit local spending and taxation, and by unfavorable economic changes. The four states chosen for analysis--California, Massachusetts, Michigan, and New Jersey--represent contrasting economic circumstances and several different versions of the tax limitation movement. Each report, presented as a chapter in the collection, examines changes in tax burdens and expenditure levels, changes in the decision-making process concerning children's services, and the direct and indirect outcomes of budget reductions on families and children. Chapter 1, "Children's Services in an Era of Uncertainty" (Elliott A. Medrich and Victor Rubin) outlines the development of children's services in the United States, discusses the effects of recent demographic and economic changes, and reviews the other reports. Chapter 2, "The Tax Limitation Movement of the 1970's: A National Perspective" (C. S. Benson and P. Weinstock), provides an empirical overview of tax limitation efforts and their actual effect on revenues and expenditures for all states. Chapter 3, "Keeping Up With California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services" (K. E. Kim), documents, through case studies, the diversity of responses to revenue loss among the state's towns and cities. Chapter 4, "Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California" (V. Rubin), analyzes the changing relationships between governmental and non-governmental services in Oakland (California) against the background of similar changes across the state. Chapter 5, "Children's Programs in an Era of Scarce Resources" (C. E. Van Horn, S. Fuhrman, and S. Massart), and Chapter 6, "Children in a Fiscally Distressed Environment: The Case of Michigan" (J. Boulet), combine local case studies with an exploration of the changing relationships between state and local budget-making in New Jersey and Michigan, respectively. Chapter 7, "Fiscal Containment and the Expendable Curriculum" (J. S. Catterall), focuses on how a set of programs in the eight largest school districts in California have been affected by budget constraints. Each report includes extensive statistical data and a list of references. (Author/FMW)

ED 311 106 UD 026 988

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 42p.; For 1987-1988 report, see ED 298 233; for 1988-89 process evaluation report, see ED 308 036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Bilingual Education; Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Migrant Programs; *Outcomes of Education; Scores; Summative Evaluation; *Supplementary Education; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;

*Michigan (Saginaw)

This document presents product evaluations of the 1988-89 Saginaw (Michigan) State Bilingual Program and the Migrant Program, funded under Chapter 1 of the Education Consolidation and Improvement Act. The evaluations revealed a decline in reading performance, and an increase in mathematics performance over the previous year for participants in the State Bilingual Program. Participants in the Migrant Program demonstrated an increase in performance in both reading and mathematics. The State Bilingual Program served 900 predominately Hispanic students; the Migrant Program served 449 students. Students in grades 2-12 were pre- and post-tested using the California Achievement Test (CAT) Form E on a spring to spring basis. The locally adopted performance standard was that grade level post-test mean percentile scores would show improvement over pre-test scores. Recommendations are suggested based on the results of this product evaluation and a separately conducted process evaluation. Statistical data are included on 13 tables. The appendices are listed under the following headings: (1) 1988-89 Count of State Bilingual and Migrant Program Participants; (2) Identification and Eligibility Procedures for State Bilingual and Migrant Students and Funding Summary Flow Chart; and (3) Mean Percentile Gain/Loss in Reading and Mathematics by Building and Grade for 1-12 State Bilingual and Migrant Based on Pre- to Post-Testing on CAT, 1988-89 (Spring to Spring). (FMW)

ED 311 145 UD 027 080

Cooperman, Prudence; Gampert, Richard D.
The Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 89
NOTE- 65p.; For earlier report, see ED 297 068.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Characteristics; Dropout Programs; *Dropout Rate; Dropout Research; High Schools; *High School Students; Longitudinal Studies; *Racial Differences; Student Attrition; Urban Schools
IDENTIFIERS- *New York City Board of Education

Examination of dropout trends in New York City for 1987-88 reveals the following: (1) the annual dropout rate was 7.5 percent for the high schools, and 8.4 percent system-wide; (2) the estimated 4-year dropout rate was 26.8 percent for the high schools, and 29.7 percent system-wide; (3) the 1987-88 4-year high school dropout rate was 5.7 percentage points lower than the 1984-85 rate, 1.1 percentage points lower than the 1985-86 rate, and 0.5 percentage points higher than the 1986-87 rate; (4) the 1987-88 4-year system-wide dropout rate was 5.6 percentage points lower than the 1984-85 rate, 1.0 percentage points lower than the 1985-86 rate, and 0.5 percentage points higher than the 1986-87 rate; (5) compared to 1986-87, there were 1.3 percent more dropouts from day high school, with the increase attributed to students who entered retrieval programs during the 1987-88 school year and dropped out in the same year; (6) there was an 8.6 percent increase in the number of students dropping out of retrieval programs; and (7) there were 8 percent fewer dropouts from middle schools and 16 percent fewer dropouts from special schools. The annual dropout rates and the estimated 4-year dropout rates were calculated for the following ethnic/racial groups: (1) Alaskan Native/American Indian; (2) Asian/Pacific Islander; (3) Hispanic; (4) Black; and (5) White. The distribution of dropouts, and the total high school enrollment of these racial/ethnic cohorts are also included. Data are presented on 13 tables. Appendices contain a list of procedures, admission and discharge codes, a history of dropout accounting in New York City, dropouts and graduates from New York City high schools, dropouts from New York City high schools by dropout category, and annual dropout percentages for each New York City high school. (PJ)

ED 311 053 TM 013 840

Furtwengler, Carol B.

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.

PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Career Ladders; Elementary School Teachers; Elementary Secondary Education; *Information Utilization; Peer Evaluation; *Performance Factors; Principals; Program Evaluation; Secondary School Teachers; *State Programs; Student Evaluation of Teacher Performance; *Teacher Evaluation
IDENTIFIERS- *Tennessee Career Ladder Program

Tennessee initiated a Career Ladder Program for teachers in July 1984. The program is designed to recruit, retain, and reward outstanding teachers. Teachers who obtain upper career ladder status receive financial rewards ranging from 2,000 to 7,000 dollars per year. This status is achieved by participation in a comprehensive evaluation process. This paper covers the research and subsequent legislation behind the program and the development of the evaluation system, with particular emphasis on the use of student achievement data in the latter. In addition to teacher interviews with peer evaluators, the program involves evaluative information from principals and students. Tests used by teachers, material used to assess students' initial achievement levels, and student achievement records are assessed. During the first 2 years, the program involved teachers of grades 3 through 12. After the second year of field testing, 204 teacher records were randomly selected for analysis from a total population of 1,625 records. Although the first year program evaluation proved disappointing, the second year results were more encouraging. An outline of the teacher competencies and indicators with measurement statements, and a chart of how the competencies and indicators are obtained are appended. (TJH)

ED 311 067 TM 013 900

Aghbar, Ali-Asghar
Read-Comp as an Additional Measure of Writing Ability.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; *Essay Tests; Evaluation Methods; Grading; Higher Education; Holistic Evaluation; Interrater Reliability; *Measurement Techniques; Remedial Reading; Scoring Formulas; Summer Schools; Test Reliability; *Test Validity; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *Read Comp Procedure

The effectiveness of the "read-comp" technique in assessing writing ability and the usefulness of a rubric and procedure devised for scoring read-comp samples and essays were evaluated. Subjects were 100 freshman students enrolled in general and remedial English classes in a 6-week summer session at Indiana University of Pennsylvania. The test battery consisted of two writing tasks. The first was a 20-minute essay. The second, the read-comp procedure, required students to read a paragraph in 2 minutes and then prepare a paragraph on that information in 7 minutes. The rubric developed for the study, which took account of sentence level and discourse level characteristics, was called guided impressionistic scoring, and was designed to be less subjective than purely holistic scoring. Two scorers trained in the method examined all the essays and read-comp paragraphs. Inter-scorer reliability was 0.76 for the essay and 0.85 for the read-comp. There was a strong interrelationship between subscores assigned by each scorer for the read-comp. Both the inter-scorer reliability and the inter-scorer interrelationship among subscores suggested that the scoring of the read-comp was more successful than was the essay scoring. Validity studies suggested that each test evaluates areas not touched by the other; together they can provide a fuller profile of writing ability. The scoring rubric and test examples are appended. (SLD)

ED 311 132 UD 027 058

Lester, Marilyn
Evaluation of the Junior High School Student Assistance Program. Publication No. 495.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Sep 86
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Prevention; *High Risk Students; *Individualized Programs; Junior High Schools; *Junior High School Students; *Outcomes of Education; Program Descriptions; Program Evaluation; *Program Implementation; Remedial Instruction; School Counseling; School Surveys; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises an evaluation of the first-year implementation of the Junior High School Student Assistance Program (JHSSAP), a dropout prevention program of the Los Angeles Unified School District (LAUSD). JHSSAP is comprised of the following components: (1) Extended Counseling (EC), providing 8 hours per week of auxiliary counseling at 73 junior high schools for 20 selected at-risk students at each school; (2) Regional Assistance Center Class (RACC), providing small group and individualized academic instruction, personal guidance, and weekly counseling for 15 selected at-risk students in each region; and (3) Opportunity Room (OR), providing remedial instruction and personal guidance with a 20:1 student-to-teacher ratio at selected schools in each region. Information was gathered from a survey of program participants, counselors and teachers, principals, and coordinators. Each of the three components is evaluated on the degree to which it has improved the following student outcomes: (1) grades; (2) attendance; (3) self-esteem; and (4) self-control. Detailed descriptions of each of the three components include the following information: (1) student characteristics; (2) class and caseload sizes; (3) counseling and teaching techniques; (4) staff training and materials; and (5) various aspects of the coordinator's role. Specific recommendations for improvement are suggested. Statistical data are included on 53 tables. (FMW)

ED 311 081 TM 013 923

Triplett, Suzanne E.
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 34p.; For related documents, see TM 013 919-920, TM 013 922, TM 013 925, TM 013 927-929.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Databases; *Data Collection; Elementary Secondary Education; *Federal Programs; Program Implementation; Public Education; *Public Schools; Research Reports
IDENTIFIERS- Common Core of Data Program; *Conceptual Frameworks; Council of Chief State School Officers; *Education Data Improvement Project; National Center for Education Statistics; State Education Assessment Center

The Education Data Improvement Project of the Council of Chief State School Officers (CCSSO) is described. The conceptual framework that guided its implementation is presented. The Education Data Improvement Project was designed to promote and facilitate the reform and refinement of the Center for Education Statistics (CES) national elementary and secondary public education database. As currently implemented, the common core of data is not adequate to accomplish its purposes in providing information about schools. The Project aims to improve the comprehensiveness of the national database and to improve the timeliness of reporting by state education agencies and the CES. The guiding philosophy is to expand the existing Federal data systems and the data systems of the states to create a state-of-the-art national database. To do so, it is necessary to: (1) define existing systems; (2) identify changes to improve the systems; (3) identify basic and necessary statistics; and (4) establish content and providers for a national system that incorporates the best of existing systems. Four figures illustrate the Project goals and framework. (SLD)

ED 311 107 UD 026 990

Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jun 89
NOTE- 130p.; Appendices C, D, and E are not in print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Homeless People; Literature Reviews; Program Administration; *Program Implementation; State Surveys; *Student Needs; Student Welfare
IDENTIFIERS- *Missouri; *Stewart B Mckinney Homeless Assistance Act 1987

A two-part survey prepared in compliance with the Stewart B. McKinney Homeless Assistance Act assessed the extent of homelessness among Missouri children and the types of educational barriers that they confront. The survey formed the basis for the federally required State Plan for educating homeless children. In this document, an explanation of the plan, entitled "Missouri State Plan for Homeless Children and Youth," precedes the survey report. A comprehensive review of the literature on homelessness, with emphasis on homeless children is also included. One survey, sent to all shelter operators in the state, asked each recipient to count the number of children sleeping in that facility on November 9, 1988. Educational barriers were explored through a second survey sent to all school superintendents. Interviews were conducted with 120 shelter workers, parents living in shelters, school personnel, and children. The following major conclusions are presented: (1) at least 600 children sleep in shelters each night; (2) nearly half are school-age, and most are black and urban; (3) most had at least one sibling who was left somewhere else temporarily; (4) after an initial period of absence from school most of the younger school-age children resumed schooling, but many of the older did not; (5) educational barriers most often cited were uncertainty, poverty, low self-esteem, and family instability; (6) homelessness has a negative effect on educational attainment; (7) few shelters have the educational resources or quiet space that children need to be successful in school; (8) most school districts consider residence a fundamental factor affecting enrollment, and homeless parents are often unaware of the educational rights of their children; and (9) a precise count of the homeless is impossible. Statistical data are included on 19 tables. The appendices comprise a map showing the location and number of homeless shelters serving children and copies of the survey questionnaires. A 93-item bibliography is also appended. (FMW)

ED 311 119 UD 027 018

Xenos, Peter; And Others

Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.

East-West Center, Honolulu, HI.

SPONS. AGENCY- Social Science Research Council, Washington, D.C.

REPORT NO.- ISBN-0-86638-114-7

PUB DATE- Jul 89

NOTE- 65p.

AVAILABLE FROM- East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Asian Americans; Census Figures; Community Characteristics; Demography; *Educational Attainment; *Ethnicity; *Family Financial Resources; Family Structure; Females; *Immigrants; Income; *Indians; Language Proficiency; Minority Groups; Poverty; Professional Occupations

IDENTIFIERS- Census 1980; Pakistanis

The South Asian population has emerged as a dynamic and affluent cultural minority in the United States. The 1980 Census, which provides the basis for this report, estimates the number of South Asians at around 400,000, and projections suggest that over one million will have joined the U.S. population by the year 2000. South Asian ethnicity is characterized by comparative "invisibility" to other Americans, entailing uncertainty about "race" and "color," and ambiguity among South Asians themselves concerning membership in the group. This report focuses on Asian Indians, who make up the majority of South Asians. The Asian Indian community has the highest income for full-time workers, but not the highest per capita household income, of any of the races recorded in the Census, reflecting a tendency among Asian Indians toward large, single-earner households. High personal incomes correlate largely to advanced educational attainment and concentrations in professional occupations; however, not all occupational groups have high incomes. Asian Indian women have lower labor market participation rates than do women in other Asian groups. Poverty is rare among Asian Indians and stems from different sources from those of the U.S. population overall. The report includes three figures and 23 tables. A list of 36 references is appended. (AF)

ED 311 054 TM 013 848

Perkins, Kyle; And Others

The Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items.

PUB DATE- 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- English (Second Language); Factor Analysis; *Foreign Students; Item Analysis; *Language Tests; Latent Trait Theory; Prerequisites; *Reading Comprehension; Reading Tests; Text Structure; *Vocabulary Skills

IDENTIFIERS- *Item Hierarchies; Ordering Theory; *Test of English as a Foreign Language

A study was undertaken to identify the prerequisite relations (or hierarchies among the items) existing in the item responses of a sample of 86 foreign students who took the Test of English as a Foreign Language (TOEFL) vocabulary and reading comprehension test, Form 3JTF1. The form contains 30 vocabulary items and 30 reading comprehension items. The average TOEFL total score for these students was 463.19, with a standard deviation of 59.96. The average vocabulary and reading comprehension scaled score for these students was 44.60, with a standard deviation of 7.03. Results were submitted to ordering-theoretic analyses. Four significant prerequisite relations were described in terms of their frequency of occurrence and distribution across subject matter categories. Text structure, facet theory, and comprehension category characteristics were used to describe the reading comprehension items found in the significant prerequisite relations. Factor-analytic procedures indicated that there was only one content factor underlying the data to account for the paucity of prerequisite relations in the data set. Three figures are included. (TJH)

ED 311 068 TM 013 901

Dancer, L. Suzanne; Stanley, Lawrence R.
Facet Analysis of the Client Needs Assessment Instrument.
PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Client Characteristics (Human Services); Correlation; Daily Living Skills; *Disabilities; Eligibility; *Older Adults; *Self Care Skills; Set Theory; Social Services; *Test Format
IDENTIFIERS- *Client Needs Assessment Instrument; Correlation Matrices; *Facet Analysis; Smallest Space Analysis; Structure (Mathematics)

The structure of the revised Client Needs Assessment Instrument (CNAI) is examined. In 1978-79, the Texas Department of Human Resources (DHR) developed the CNAI to provide an index of applicants' and clients' capacity for self-care by measuring the respondents' levels of functioning in: (1) physical health; (2) daily living activities; (3) mental health; and (4) social resources. It is used to establish eligibility of first-time clients and continued eligibility of clients for services in the DHR's community care programs. L. Guttman's facet theory, based on set theory, was the theoretical basis for the investigation of the instrument's structure. A shortened 20-item version of the CNAI, revised in 1984, was tested with 4,189 clients (aged 20 to 99 years). Correlation matrices were submitted to Smallest Space Analysis (SSA) to determine the structure of the CNAI. The functional modality facet was expected to play a polar role, partitioning the SSA space into wedge-shaped regions emanating from a common origin. Two-dimensional SSA configurations adequately portrayed the structure of the correlation matrices for the entire population of DHR clients and for clients from two special services, supporting the structure hypothesized for CNAI. This means that CNAI items represent functional behaviors that differ in type rather than degree and that, because these behaviors are unordered, the lack of functional ability in any area does not indicate inability to function in other areas. Four tables and two figures support the study. (SLD)

ED 311 133 UD 027 059

Pike, Daniel W.; And Others
Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- May 88
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Comparative Analysis; *Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; *Parent Attitudes; Program Evaluation; Questionnaires; School Surveys; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises the results of the 1987 Basic Activities Surveys, which measure the opinions of certified staff, classified staff, and parents concerning the instructional performance of the Los Angeles Unified School District (LAUSD). Participants were chosen using a stratified random sample technique to insure proportional representation. Confidential questionnaires were completed by 3,672 certified staff, 2,108 classified staff, and 10,890 parents in Spring 1987. Survey responses from each group were compiled into "report cards" rating district performance in the areas of curriculum, teaching methods, and instructional materials. In addition, the opinions of parents were compared with those of parents in national surveys. The following conclusions are discussed: (1) in general, all participants gave the instructional program above-average ratings; (2) parents gave the highest ratings, with a B average, while certified and classified staff gave a B-/C+ average; (3) all groups rated employment preparation for students who were not continuing their education lower than other aspects of the program; and (4) parents felt that student use of drugs and lack of discipline were less problematic than did parents in a national survey, but they were more concerned with parent lack of interest and low teacher pay. The appendices comprise 28 tables of statistical data and copies of the survey instruments, including a Spanish translation of the parent survey. (FMW)

ED 311 146 UD 027 081

Jones, Vern; Dunn, Cory

A Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students.

PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; Classroom Techniques; *Educational Policy; Elementary Secondary Education; *High Risk Students; Intervention; Program Descriptions; Student Needs; *Systems Approach; *Teacher Response
IDENTIFIERS- Oregon (Albany)

This paper analyzes a systems approach for dealing with the disruptive behavior of at-risk students based on the principle that there is a shared responsibility among all school staff and that the methods employed should respond to the emotional and skill needs of the students. The approach has the following key components: (1) support by school board policies and administrative guidelines; (2) teacher assessment of appropriate classroom management and of instructional methods for working with these students, along with the responsibility for using them; (3) assistance available to teachers to examine interventions and to find alternatives; (4) a clear and effectively communicated school-wide student management system, with procedures for dealing with student problems; and (5) outside consultation, utilization of community resources, and referral to special education programs. Two figures present forms and policies used in the Greater Albany Public Schools (Oregon). A list of 34 references is provided. (MH)

ED 311 082 TM 013 925

Wittebols, James H.

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 78p.; For related documents, see TM 013 919-920, TM 013 922-923, TM 013 927-929. Some figures may not reproduce well due to marginal legibility.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Classification; Comparative Analysis; *Databases; Data Collection; Definitions; Evaluation Methods; Federal Programs; Private Schools; *Public Schools; State Programs; *Student Characteristics
IDENTIFIERS- Coding; Common Core of Data Program; Council of Chief State School Officers; *Data Files; *Education Data Improvement Project; National Center for Education Statistics

Recommendations designed to assist states in the creation of meaningful definitions of types of schools and students for use in the Council of Chief State School Officers' Education Data Improvement Project are presented. The Project's goals are to promote and facilitate the reform and refinement of the National Center for Education Statistics' national education statistical data system. The Project is examining the public school and school district universe files to identify states collecting specific data elements, to specify in detail the definitions and specifications used by each of the states for each data element, and to isolate discrepancies in states' approaches. Specific recommendations are included for: (1) definition of school; (2) definitions of public and non-public schools; (3) definitions of public and non-public school students; (4) collection of data on public and non-public school students; (5) definitions of educated-at-home students; and (6) definitions of regular, special education, vocational education, and alternative schools. A general recommendation is made about the coding of schools for establishing an "other" category. Five appendices give state-by-state components of existing definitions. (SLD)

ED 311 095 UD 026 961

Medrich, Elliot A.; Rubin, Victor
Children's Services in an Era of Uncertainty. Chapter One .
California Univ., Berkeley. School of Law.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 16p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Economic Change; *Economic Factors; Economic Research; Educational Finance; Elementary Secondary Education; Finance Reform; Literature Reviews; Retrenchment; State Legislation; State Surveys; *Tax Allocation; Urban Areas; *Urban Programs; Urban Schools; Welfare Services
IDENTIFIERS- California; California (Oakland); Massachusetts; Michigan; New Jersey; Proposition 2 and One Half (Massachusetts 1980); Proposition 13 (California 1978); *Tax Limitation Efforts

This analysis is the first in a series of seven reports on the ways that the urban fiscal crisis has affected children. It discusses the issue in general, and provides an overview of the other reports. Over the past 100 years, all levels of government have developed public services responsible for the health, education, protection and physical and social development of the young. Common schooling was the earliest service provided by local government, complemented by out-of-school developmental and socialization programs. Even in the best economic periods, the out-of-school programs have been vulnerable to criticism and retrenchment. Changing demographics and a continuing climate of fiscal austerity in state and local government create debate over what services are essential, who should provide them, and who should pay for them. While the number of children under the age of 18 has declined by 11.6 percent in the last decade, the number of two-earner and single-parent families requiring support and services has increased dramatically. Through the 1970s and the 1980s, numerous states have enacted limits on state and local revenue collections and expenditures. The other reports in this series explore changes in urban children's services caused by tax limitation efforts and by unfavorable economic conditions in California, Massachusetts, Michigan and New Jersey. Each report examines changes in tax burdens and expenditure levels, changes in the decision-making process concerning children's services, and the direct and indirect outcomes of budget reductions on families and children. A list of 13 references is appended. (FMW)

Kleifgen, Jo Anne
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 4p.
CONTRACT- RI-88-062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Computer Literacy; *Computer Uses in Education; Courseware; Educational Opportunities; Electronic Mail; Elementary Secondary Education; Equal Education; Females; *High Risk Students; *Language Skills; *Literacy Education; Minority Group Children; Problem Solving; *Process Education; Sex Bias; Teacher Role; Writing Instruction
IDENTIFIERS- *Collaborative Learning; ERIC Digests; LOGO System

The computer revolution was expected to help American schools to teach traditionally unsuccessful students more effectively and to reduce educational inequalities. Research suggests, however, that computer technology has in many ways actually widened the gap in educational opportunity. Nevertheless, this report finds that computers and collaborative learning environments can be used effectively to develop language and literacy skills in students who have difficulty with traditional teaching methods. Inequities in school computer use result from some of the following factors: (1) unequal access to computers in the home; (2) limited access in ethnic and language minority schools; (3) reductionist teaching approaches; and (4) limited access and applicability for female students. Research indicates dramatic linguistic and academic improvement when students are given access to problem solving, word processing, and communications software, especially for use in collaborative tasks. The coupling of the process approach and computer use in group writing instruction encourages purposeful social interaction in the classroom and engenders both spoken and written language enrichment. The integration of computers into the language arts curriculum involves female students in technological literacy. Electronic mail has also developed as an important tool in literacy development. Emphasis is placed on the role of skilled teachers in engaging all students through computers. A list of 12 references is appended. (AF)

ED 311 055 TM 013 867

Gitlin, Andrew; Smyth, John

Teacher Evaluation: Educative Alternatives.

REPORT NO.- ISBN-1-85000-523-0
PUB DATE- 89
NOTE- 220p.
AVAILABLE FROM- Falmer Press, Taylor & Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 (Hardcover, $42.00, ISBN-1-85000-522-2; paperback, $18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Philosophy; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS- Australia; *England

A systematic exploration of the nature of teacher evaluation is presented. After a critique of the widespread impositional (or "dominant") mode of teacher evaluation, two alternative forms of teacher evaluation, referred to as "educative," are proposed. These educative teacher evaluation approaches, "horizontal" evaluation and a "critical" version of clinical supervision, take into account the relationship between teacher ideology and practice, encourage participants to form dialogical relations that critically assess this relationship, and attempt to shift the dialogue beyond individual teachers so that as many community members as possible become actively involved in assessing educational aims and practices. The educative model of teacher evaluation gives teachers more, rather than less, control over their work and allows teachers to examine a whole range of issues associated with the pedagogical process and school structures. The history of teacher evaluation in the United States, Australia, and England is reviewed briefly, suggesting that a view of teacher competency based on technical rationality has come to be used as a way of reproducing existing social relations and cultural capital. (TJH)

ED 311 069 TM 013 905

McClernon, Timothy R.
A Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jan 89
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Institutes (Training Programs); *Models; Organizations (Groups); *Professional Training; Selection; Skill Development; Theory Practice Relationship; *Training Methods; Training Objectives; Worksheets
IDENTIFIERS- *Selection Tools

Criteria by which an organization should select a vendor-supplied training program and the measurement and rating of programs against such selection criteria are described. A review of the pertinent literature and research, from a theoretical rather than practical perspective, is included. Factors and criteria identified in the literature as important to evaluating a vendor-supplied program can be clustered around four dimensions: (1) content factors and their fit to the needs of the organization; (2) design factors and their utilization in the program; (3) control factors and the research and evaluation supporting the program; and (4) context factors and the fit of this program into the administrative aspects of the purchasing organization. A checklist of the identified criteria in these areas was created and used to develop an instrument with worksheets to compare the program under consideration to the model. Use of an instrument of this type would help ensure that programs were purchased on their merits and that flaws would be more readily apparent. Costs of training might drop and the importance of training would be enhanced in the organization. A 134-item list of references is included. Forty-seven figures illustrate process flowcharts and the worksheets for program evaluation. (SLD)

ED 311 108 UD 026 992

Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/RCED-89-50
PUB DATE- May 89
NOTE- 138p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free; additional copies, $2.00; 100 or more copies, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Emergency Programs; Federal Programs; *Food; *Homeless People; *Housing; *Poverty Programs; *Program Effectiveness; Program Evaluation; Questionnaires; Welfare Services
IDENTIFIERS- Department of Housing and Urban Development; Federal Emergency Management Agency; *Stewart B Mckinney Homeless Assistance Act 1987

This document discusses the status, impact, and administration of the following programs implemented under the Stewart B. McKinney Homeless Assistance Act of 1987: (1) the Emergency Food and Shelter Program; (2) the Emergency Shelter Grants Program; (3) the Supportive Housing Demonstration (SHD) Program; (4) the Supplemental Assistance for Facilities to Assist the Homeless Program; and (5) the Single Room Occupancy Program. The Emergency Food and Shelter Program is administered by the Federal Emergency Management Agency (FEMA); the other four programs are administered by the Department of Housing and Urban Development (HUD). The results of a survey of 1987 Emergency Food and Shelter Program grantees are also summarized. The following findings are discussed: (1) the programs enable many organizations to provide an increased amount of shelter, food, and other services that may not otherwise be provided and that are crucial in operating facilities; (2) the impact of the FEMA program was lessened because it provided few or no funds during the crucial winter months of 1987-88; (3) the impact of the HUD programs has been limited because they are long-term programs and grantees have made few disbursements; and (4) the formulas used to allocate FEMA's funds and HUD's Emergency Shelter Grants funds may not be getting funds to the neediest localities. Statistical data are included on 24 tables. The appendices comprise the following materials: (1) the methodology used in conducting the survey of Emergency Food and Shelter Grant Program recipients; (2) a copy of the survey questionnaire and results; (3) a review of HUD's actions following approval of 24 questionable SHD grants; (4) comments from FEMA; (5) comments from HUD; and (6) a list of major contributors. (FMW)

ED 311 134 UD 027 060

Renfroe, William; And Others
Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Mar 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Dropouts; *Enrollment; *High School Graduates; Racial Differences; School Statistics; Secondary Education; Sex Differences; Statistical Analysis; *Student Characteristics; *Transfer Students; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises a report on the number of students in the Los Angeles Unified School District (LAUSD) who graduated, dropped out, or transferred during the 1985-86 school term. Students covered include 42,661 who dropped out of secondary schools, 58,233 in secondary schools who transferred from one school to another, and 25,067 who graduated from high school in June 1986. Data from student records and district reports were analyzed according to ethnicity, gender, grade, age, and type of school. The following findings are discussed: (1) the number and percentage of twelfth graders who graduated; (2) the differences in graduation rates analyzed by ethnicity, gender, and type of school; (3) the number of junior high students who dropped out analyzed by gender, age, grade, and ethnicity; (4) the number of senior high students who dropped out analyzed by gender, age, type of school, grade, and ethnicity; (5) the reasons why students dropped out; (6) the number of junior high students who transferred analyzed by gender, grade, and ethnicity; and (7) the number of senior high students who transferred, analyzed by type of school, grade, and ethnicity. Areas for future research are suggested. Statistical data are included on 11 graphs. The appendices comprise the following material: (1) 15 tables of statistical data; (2) a copy of the transfer record form; and (3) lists of reasons for leaving school as a transfer or dropout. A list of 12 references is also appended. (FMW)

ED 311 147 UD 027 082

Ascher, Carol
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-5
PUB DATE- 89

NOTE- 6p.
CONTRACT- R188062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Educational Equity (Finance); *Educational Finance; Educational Opportunities; Elementary Secondary Education; *Expenditure per Student; Financial Needs; *Financial Problems; Special Needs Students; Suburban Schools; Urban Problems; *Urban Schools
IDENTIFIERS- ERIC Digests

Legislatures and courts have attempted to create equitable formulas for school finance. However, these formulas may have negative effects on educational opportunities for urban students. Comparisons of the per-pupil expenditures of large urban school districts, such as New York, with nearby suburban districts and state-wide averages disclose dramatic inequities. Urban school financing must contend with the following problems: (1) structural features in the State aid system that work against urban districts; (2) increased State control over local budgets; and (3) the decline in urban capacity for school support. Urban districts face higher costs than suburban districts in the following areas: (1) personnel; (2) facilities; and (3) special student needs. The relationship between school finance and student achievement has been difficult to establish because achievement has traditionally been measured in terms of basic skills and has not considered additional learning opportunities. Suggestions for improving educational equity in urban schools focus on the following areas: (1) increasing federal funding; (2) improving the methods of calculating urban students' needs; and (3) allowing greater local autonomy in determining standards and programs. A list of 18 references is appended. (FMW)

ED 311 083 TM 013 927

Recommendations for State-by-State Assessment of Student Achievement.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- 17 Oct 86
NOTE- 10p.; For related documents, see TM 013 919-920, TM 013 922-923, TM 013 925, TM 013 928-929.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Rating; Basic Skills; *Educational Assessment; *Evaluation Methods; *Program Development; State Programs; Statewide Planning
IDENTIFIERS- Council of Chief State School Officers; *State by State Assessment; *State Education Assessment Center

Recommendations are presented for the state-by-state assessment of student achievement as part of the development of educational indicators to be compared across states. The State Education Assessment Center of the Council of Chief State School Officers solicited comments from the states about developing the assessment program. Issues were addressed in a meeting in March 1986 that resulted in the following provisions for state-by-state assessment: (1) that states be convened to establish the broadest possible statements on content and priorities in each subject upon which they can agree; (2) that assessment results be reported in simple, global format in each subject at each grade level; (3) that assessment of reading, writing, and English be alternated with mathematics, so that basic skills are assessed every other year, with science and social studies assessed every fourth year; and (4) that the Center establish explicit guidelines for all significant procedures in the assessment program. The plan adopted in 1985 had established that assessment activities would be pursued in conjunction with the National Assessment of Educational Progress (NAEP). If research shows that NAEP items and exercises are not suitable in the context of these recommendations, assessment activities are to be developed independently with the states. (SLD)

ED 311 096 UD 026 962

Benson, Charles S.; Weinstock, Phyllis

The Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .

California Univ., Berkeley. School of Law.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 59p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Child Welfare; *Educational Finance; Elementary Secondary Education; Finance Reform; *Local Issues; *Public Opinion; *Retrenchment; *School Taxes; *State Legislation; State Surveys
IDENTIFIERS- *Tax Limitation Efforts

This analysis is the second of a series of seven reports on the ways that the urban fiscal crisis has affected children. During the 1970s, as a result of general public disenchantment with government, 39 states (78 percent of the 50 states) appear to have enacted tax limitations that affected children's services. Of these states, 37 imposed restrictions on local governments. Examination of census data indicates that after a period of expansion in the early 1970s, direct state-local expenditures dropped off more sharply than revenues, indicating that factors other than revenue availability were acting to curb expenditures. Tax limitations were installed in those states in which the growth of state-local revenues outstripped growth in personal income. Similarly, states with a high rate of in-migration were also likely to initiate tax limitations. There appears to be no relationship between changes in educational funding, the largest category of state-local spending, and changes in public school enrollments. Children's services may be particularly vulnerable during a period of public disenchantment because the wealthy "shop around" and pick a community to live in that gives them what they want. Statistical data are included on seven tables. An eight-item bibliography is appended. (FMW)

ED 311 121 UD 027 021

Whitmore, Kay R.
The Rochester Initiative.
Eastman Kodak Co., Rochester, N.Y.
PUB DATE- 1 Jun 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Corporate Support; *Educational Change; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Engineering Education; *Minority Group Children; Parent Participation; *School Business Relationship; *School Community Relationship; Student Participation; Teacher Responsibility; Urban Schools
IDENTIFIERS- Business Role; Eastman Kodak Company; National Action Council for Minorities in Engineer; *New York (Rochester); *Partnerships in Education; Rochester City School District NY

This paper argues for the participation and partnership of diverse elements in the community in order to achieve the goals of educational reform, and especially to encourage academic achievement among minority students. In a speech before the Forum '88 conference of the National Action Council for Minorities in Engineering, the cooperative educational efforts among schools, businesses, and the community in Rochester (New York) is described. Statistics on the significant educational problems of Rochester schools are cited. The Program for Rochester to Interest Students in Science and Math (PRISM) and an initiative of Eastman Kodak scientists to enrich elementary school teaching of science, mathematics, and computer literacy are described. These programs are applauded, but found to reach only limited numbers of students. Components of the Rochester Initiative, which represents widespread community involvement in educational improvement efforts, include the following organizations and initiatives: (1) the Center for Educational Development (CED), a community task force working with the City school district; (2) the Community-Wide Initiative to Improve the Quality of the Rochester Public Schools, sponsored by the Urban League; (3) several joint and individual business initiatives; (4) Rochester Brainpower, a multi-pronged community-business partnership; and (5) close collaboration between school system administration and the teachers' union. (AF)

ED 311 056 TM 013 868

Hartigan, John A., Ed.; Wigdor, Alexandra K., Ed.
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-0-309-04030-2
PUB DATE- 89
NOTE- 354p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 (Hardcover, $39.95, ISBN-0-309-04033-7; paperback, $29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Culture Fair Tests; *Employment; *Job Placement; *Minority Groups; *Occupational Tests; Predictive Validity; Psychometrics; Public Policy; Referral; Test Bias; *Test Validity; Timed Tests
IDENTIFIERS- *General Aptitude Test Battery; *Validity Generalization

Undertaken at the request of the U.S. Employment Service (USES), this study assesses the validity and fairness of the General Aptitude Test Battery (GATB). The U.S. Department of Labor is considering whether to promote the use of the GATB throughout the USES to screen many of the 19 million persons passing through the system annually in search of private- and public-sector jobs. Topics addressed include the policy context, issues in equity and law, the role of the USES, psychometric properties and other characteristics of the GATB, problems affecting the GATB (test administration, speededness, and coachability), the theory of validity generalization, application of validity generalization to the GATB, differential validity and differential prediction, assessment of the USES's GATB referral service, and evaluation of economic claims associated with the referral service. The report concludes with recommendations for referral and score reporting. A synthesis of research on the psychometrics of the GATB, tables summarizing GATB reliabilities, and biographical sketches of committee members contributing to the report are appended. (TJH)

ED 311 070 TM 013 906

Thompson, Bruce
Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
PUB DATE- Jul 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Comparative Analysis; Conference Papers; *Correlation; Discriminant Analysis; *Multivariate Analysis; *Research Reports; *Statistical Analysis
IDENTIFIERS- Parametric Analysis; T Test

Canonical correlation analysis is a sophisticated multivariate technique that subsumes all parametric methods (the "t"-test, analysis of variance, analysis of covariance, multivariate analysis of variance, multivariate analysis of covariance, and discriminant analysis) as special cases. This bibliography lists 83 applications of canonical correlation analysis reported during the past decade. Forty-one of these analysis studies are conference papers or technical reports, and the remaining 42 studies are published articles or book chapters. The unpublished studies are all available from ERIC. (SLD)

ED 311 109   UD 026 994

Turner, James P.

Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.

Department of Justice, Washington, D.C.

PUB DATE- 20 Jun 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Civil Rights Legislation; Compliance (Legal); *Court Litigation; Federal Legislation; *Fines (Penalties); *Housing Discrimination; *Law Enforcement
IDENTIFIERS- Department of Housing and Urban Development; Department of Justice; *Fair Housing Laws

This speech by an official of the U.S. Department of Justice reports on the steps that the Department is taking through its Civil Rights Division to enforce the new Fair Housing Act Amendments, and discusses how the Act fosters a cooperative interagency approach to enforcement. Between passage of the Act and its effective date of March 12, 1989, the Division assisted the Department of Housing and Urban Development (HUD) in proposing and promulgating implementation regulations by the deadline laid down in the Act. On the first business day the Act was effective, the Division filed two racial discrimination suits under the Act, a few weeks later filed two pattern or practice cases involving discrimination on the basis of familial status, and most recently filed a suit alleging discrimination on the basis of handicap. One of the familial status cases resulted in a settlement for damages for both the victim and for the fair housing group involved. This award of cash damages to groups involved in testing and fair housing advocacy furthers the work of enforcing the Act and illustrates the new approach to enforcement. Not only can victims in a housing discrimination case brought by the Department of Justice recover monetary damages, but the Department can intervene in private suits as if they had brought the suit as a pattern or practice case. The new Act also creates a much closer relationship between the Justice Department and HUD, fair housing groups, state and local agencies, the private bar, and the Civil Rights Division. (FMW)

ED 311 148 UD 027 083

Wells, Amy Stuart
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-6
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Curriculum Problems; *Dropout Prevention; Educational Change; *High Risk Students; *Middle Schools; *School Organization; Secondary Education; *Student Needs
IDENTIFIERS- ERIC Digests

Even though middle schools are important in retaining at-risk students, the organization and curriculum of most of them do not meet the developmental needs of young adolescents. Improvements should focus on making middle and junior high schools function less like large, impersonal high schools and more like caring, nurturing elementary schools, while offering a challenging, subject-specific curriculum. The size and departmentalized structure of middle schools tend to make students leaving self-contained elementary school classrooms feel vulnerable. The fragmented structure of middle schools allows teachers to specialize in subject areas, but weakens teacher-student relationships. Retaining middle school students in grade does not improve academic achievement and students who are retained are likely to feel embarrassed and stigmatized. Ability grouping, which becomes formalized in middle schools as academic levels become more fixed and obvious, results in social segregation, the reinforcement of racial stereotypes, and the promotion of negative self-images among minority students. Cooperative learning, where students of all ability levels work together in groups, is suggested as an alternative to tracking. Health education and career education should be emphasized in the curriculum. Teachers in middle grades should receive specialized training in adolescent development as well as in subject areas to improve teacher-student relationships. A list of eight references is appended. (FMW)

ED 311 097 UD 026 963

Kim, Karl E.
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
California Univ., Berkeley. School of Law.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 41p.; For document in which this is a chapter, see UD 026 960.
GRANT- NIE-G-82-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Welfare; *Community Action; Finance Reform; Local Issues; Property Taxes; *Retrenchment; State Legislation; Urban Areas; *Urban Programs; *Welfare Services
IDENTIFIERS- Massachusetts (Arlington); Massachusetts (Cambridge); Massachusetts (Duxbury); Massachusetts (Springfield); *Proposition 2 and One Half (Massachusetts 1980); *Tax Limitation Efforts

This analysis is the third of a series of seven reports on the ways that the urban fiscal crisis has affected children. There has been little reorganization of government services on the state, regional, or local level to compensate for the benefits to children lost as a result of local property tax limitations enacted under Proposition 2-1/2 in Massachusetts. Four case studies were developed based on interviews with key local officials and service providers in Arlington, Cambridge, Duxbury, and Springfield (Massachusetts) to illustrate the impact of Proposition 2-1/2 on local political processes and decision-making. The communities were chosen to represent differences in size, political organization, fiscal circumstances, and variety of children's services. Analysis indicates that the capacity to provide children's services was reduced not only by cutbacks, but by the accompanying decline in morale among public employees. Summary findings about the problem-solving process include the following: (1) public support was an important factor in Arlington and Cambridge where debate focused on quality of services; (2) the close interaction between public and private sectors in Duxbury represents a trend likely to increase in the future; (3) heterogeneous groups of teachers, parents and others combined to find common solutions in Cambridge; (4) focusing on the single issue of public safety obtained limited results in Springfield. A list of six references is appended. (FMW)

ED 311 135 UD 027 061

Renfroe, William; Weisbender, Leo
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jan 87
NOTE- 875p.
LANGUAGE- English
EDRS Price - MF06/PC35 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Career Choice; High Schools; *High School Seniors; Postsecondary Education; Questionnaires; *School Effectiveness; Statistical Analysis; *Student Attitudes; *Student Characteristics; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document comprises a report of the postgraduation plans of seniors in the Los Angeles Unified School District (LAUSD) and their opinions about their high school education. A sample of 20,131 seniors, (response rate of 77 percent) responded to a three-part, 59-item questionnaire. Findings are arranged in the following order: (1) total group; (2) student groups (male/female and ethnic categories); and (3) school summaries. School findings are reported for individual regular high schools and for nonregular high schools, which include the following: (1) continuation high schools; (2) opportunity high schools; (3) schools of choice; and (4) schools for the handicapped. The following summary findings are reported: (1) 10 percent completed all their education in LAUSD; (2) 73 percent had attended the school in which they were enrolled since grade 10; (3) 3,052 had considered dropping out; (4) 71 percent of those who had considered dropping out changed their minds because they believed it was important to graduate from high school; (5) 36 percent planned to attend four-year college full-time; (6) the seniors named 233 vocational/technical schools or colleges they planned to attend; (7) 2,259 college-bound seniors had been promised financial aid; (8) seven percent worked part- or full-time while in high school; (9) 1,254 planned to have jobs in the computer field; (10) lack of student interest was cited as the biggest problem facing high schools; (11) the quality of education was cited by 3,482 as the best feature of their high schools; and (12) 14 percent rated their school excellent, 54 percent rated their schools good, 28 percent rated their schools fair, and 4 percent rated their schools poor. A copy of the survey questionnaire is appended. (FMW)

ED 311 057 TM 013 869

Jaffe, A. J.; Spirer, Herbert F.
Misused Statistics: Straight Talk for Twisted Numbers.
REPORT NO.- ISBN-0-8247-7631-3
PUB DATE- 87
NOTE- 237p.
AVAILABLE FROM- Marcel Dekker, Inc., 270 Madison Ave., New York, NY 10016 ($32.75).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Interpretation; Methods Research; Quality Control; Research Problems; *Research Utilization; *Statistical Analysis

Numerous misuses of statistics are described and illustrated, and ways of recognizing and avoiding such misuse are discussed. The following five categories of statistical misuse are identified: a lack of knowledge of the subject matter, the quality of the basic data, the preparation of the study and the report, the statistical methodology, and a deliberate suppression of data. Topics addressed include non-statistical knowledge concerning the subjects of statistical analysis, definitional issues, basic data quality, graphics and presentation, methodology, faulty interpretation, data acquisition and analysis for surveys and polls, affirmative action and discrimination, use of the simplest appropriate procedures available, uses of estimates and sources, and governmental uses of statistics. A brief explanation of the concept of life tables is appended. (TJH)

ED 311 071 TM 013 908

Giuli, Charles; And Others

Instructional Effectiveness: Desperately Seeking Indicators of Quality.

PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary School Students; Elementary School Teachers; Grade 1; Grade 2; Grade 3; *Hawaiians; *Instructional Effectiveness; *Language Arts; Outcomes of Education; Predictor Variables; Primary Education; *Program Effectiveness; Program Evaluation; Teacher Effectiveness; Teaching Experience
IDENTIFIERS- Hawaii; *Kamehameha Elementary Education Program;

Metropolitan Achievement Tests; Otis Lennon School Ability Test; *Quality Indicators

The classrooms of 40 teachers in the Kamehameha (Honolulu) Elementary Education Program (KEEP) in grades 1 through 3 were used to investigate the influence on achievement of 12 important instructional variables. The KEEP is an elementary-level language arts program designed for Hawaiian learners. The independent variables concerned were, as follows: quality (program strategies, teaching strategies, program experience, teaching experience, and a composite of eight variables); task-ability match (work completion); motivation (participation); and time (daily instruction, attention, on task when not receiving direct instruction, management, and homework). The achievement of the 40 classrooms, with the median number of students in each classroom being 22, 21, and 25 for the 1st, 2nd, and 3rd grades, respectively, was measured using the Metropolitan Achievement Tests (MAT). The expected MAT mean for each classroom was estimated from that class's mean ability as measured by the Otis-Lennon School Ability Test. The measure of achievement used in the analysis was the standardized residual of the MAT score from the estimated mean. Only the number of years as a program teacher was related to achievement. This result was found in 2 consecutive years (1985 and 1986), but was puzzling because none of the 12 variables expected to be critical for instructional effectiveness was associated with achievement. Possible explanations are considered. Because the amount of teaching experience with this instructional program was associated with achievement, the results provide encouraging evidence for the effectiveness of KEEP, although they do not support the effectiveness of current models of instruction. (SLD)

ED 311 084 TM 013 928

Wittebols, James H.; Sockwell, Recardo
State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 20p.; For related documents, see TM 013 919-920, TM 013 922-923, TM 013 925, TM 013 927-929.
CONTRACT- 300-85-0146
AVAILABLE FROM- Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Data Analysis; Databases; *Data Collection; Elementary Secondary Education; *Evaluation Methods; National Surveys; Public Schools; *Sampling; School Districts; *State Programs; Statistical Analysis
IDENTIFIERS- Common Core of Data Program; Council of Chief State School Officers; *Data Files; *Education Data Improvement Project; National Center for Education Statistics

Summaries are presented of individual state practices for collecting selected universe terms and data elements for the Education Data Improvement Project of the Council of Chief State School Officers. The Project is a joint effort of the states and Federal governm[illegible] to improve the quality and timeliness of data collected, an[illegible], and reported by the Center for Education Statisti[illegible]ject describes state collection of data elements for in[illegible] the Center's common core of data. The current universe fi[illegible] contain listings of every elementary and secondary public school (approximately 87,000) in about 16,000 public school districts. Universe files have three major purposes: (1) to provide state-by-state listings of schools and districts; (2) to provide minimum information necessary for selection of national, regional, and state representative samples of schools and school districts; and (3) to provide basic statistical data about all schools and districts. Findings are summarized in four tables showing state-by-state responses to each data element by the lowest level of aggregation for each. Data elements are clustered by student counts, student status, Federal program, and staff. Tables provide the information that allows judgments to be made for improvement of the comprehensiveness of national statistics, but they do not illustrate the variations that affect comparability. (SLD)

ED 311 122 UD 027 022

Abrahamson, Peter
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
California Univ., Berkeley. Inst. of Urban and Regional Development.
PUB DATE- Jul 88
NOTE- 47p.
AVAILABLE FROM- Institute of Urban and Regional Development, 316 Wurster Hall, University of California at Berkeley, Berkeley, CA 94720 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Economically Disadvantaged; Foreign Countries; Labor Market; *Lower Class; Middle Class; *Poverty; *Social Stratification; Unemployment; *Urban Problems; *Welfare Services; Working Class
IDENTIFIERS- Dual Economy Theory; Labor Force Segmentation;

*Scandinavia; Social Movements; *Welfare Societies

Scandinavian welfare states are developing a growing new middle class and a growing marginalized, poverty-threatened underclass, reproducing the societal duality caused by labor market structuring. Tightening labor markets, increased dependency on welfare benefits, and substantial decreases in public transfers have combined to create a growing population, the majority living in urban areas, en route to poverty or living on the fringes of a normal life. This paper outlines a project on urban poverty and social movements in the United States reflected from a European perspective. Research indicates that labor market segmentation, characterized by first and second reality states, creates a dual society. Examples of Scandinavian welfare state dualization include the following instances: (1) social welfare in Sweden; (2) fiscal welfare in Denmark; and (3) occupational welfare in Norway. A model juxtaposing system-world logic, as seen in the labor movement, and life-world logic, as seen in social movements, differentiates between the resources of marginalized persons. Examination of urban poverty in Copenhagen and America suggests the potential power of social movements such as claimants' unions in working toward the redistribution of resources and services. The paper includes 6 figures, 11 tables, and an appendix analyzing demographic trends in Copenhagen as compared to Denmark as a whole. A 53-item list of references is appended. (AF)

Abe, Yoshiya, Ed.
Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682

Abel, Charles
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314

Abrahamson, Peter
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122

Acker, Sandra, Ed.
Teachers, Gender and Careers.
227p. mf. L3 ED 311 005

Ackermann, Susan P.
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810
Evaluation of the Supergraduate Program, Phase 1.
20p. 1mf. L1 ED 310 809

Adams, Don, Ed.
Partnerships That Work!
108p. 2mf. L1 ED 310 485

Adelman, Miriam
Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635

Aderinto, J. A.
Educational Orientation of Nigerian Adult Learners.
16p. 1mf. L1 ED 310 229

Adesiyan, H. Rose
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.
6p. 1mf. L1 ED 310 994
Living Research: Oral History in the Black Community.
13p. 1mf. L1 ED 310 995

Agan, Ray
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268

Aghbar, Ali-Asghar
Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067

Al-Habib, Abdulrahman Ibrahim
Flow of Foreign News into Six Arab Gulf Newspapers.
33p. 1mf. L1 ED 310 389

Albirtton, Rosie L.
Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
47p. 1mf. L1 ED 310 769

Allen, Marion
Adjustment of Adults to a Visual Impairment: Preliminary Findings.
8p. 1mf. L1 ED 310 572

Allgeier, Elizabeth Rice
Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy.
9p. 1mf. L1 ED 310 319

and Others
Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353

Anderson, Thomas H.
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Anglin, Leo W.
Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514

Armstrong, G. Blake
TV Entertainment, News, and Racial Perceptions of College Students.
50p. 1mf. L1 ED 310 477

Arnau, Joaquim
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes.
20p. 1mf. L1 ED 310 631

Arnow, Pat, Ed.
Cherokees.
33p. 1mf. L1 ED 310 898

Arrieta, Kutz
How Ergative Is Basque?
14p. 1mf. L2 ED 310 620

Arthur, Winfred, Jr.
Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Ascher, Carol
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Ashby, Suzanne
Empowering Teachers: The Key to School Based Reform.
10p. 1mf. L1 ED 311 004

Athanases, Steven Z.
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373

Atkin, David
Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.
27p. 1mf. L1 ED 310 453

Avila, Linda
Local Districts' Fiscal Contributions to Special Education in Texas.
19p. 1mf. L1 ED 310 556

Azencot, Moshe
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230

Baecher, Richard E.
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629

Baenen, Nancy R.
ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338

Baine, David
Ecological Inventories and Curriculum Development for Special Education in Developing Countries.
11p. 1mf. L1 ED 310 564

Baine, David, Ed
Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
214p. 3mf. L1 ED 310 559

Baker, Janice
Interventions with Students At-Risk for Dropping Out of School: A High School Responds.
21p. 1mf. L1 ED 310 501

Banks, Cherry A. McGee, Ed.
Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102

Banks, James A., Ed.
Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102

Banta, Trudy W., Ed.
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

Barnard, J. J.
Poor Concept Formation in Mathematics: A Diagnostic Perspective.
82p. 1mf. L1 ED 310 926

Barnes, Alvin J., Comp.
CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series.
27p. 1mf. L1 ED 310 797

Barrett, Thomas C.
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

Barton, Jim
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373

Bartzak-Graham, Susan
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.
72p. 1mf. L1 ED 310 804

Bates, Benjamin
Channel Diversity in Cable Television.
25p. 1mf. L1 ED 310 457

Bauscher, Richard H.
How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Bayley, Linda
Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777

Beasley, Augie E.
Communications: There's Nothing to It But To Do It.
10p. 1mf. L1 ED 310 722
Making It with Media. Transparency Design.
24p. 1mf. L1 ED 310 723
Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724
Practical PR for School Media Centers.
18p. 1mf. L1 ED 310 725
Production Fever--Catch It!
24p. 1mf. L1 ED 310 726
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
19p. 1mf. L1 ED 310 727
Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Beasley, Ron
Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294

Beatty, John E.
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
26p. 1mf. L1 ED 310 441

Beck, David
Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago.
295p. mf. L3 ED 310 895

Bednarz, Nadine
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.
11p. 1mf. L1 ED 310 920

Beehr, Terry A.
Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340
Satisfaction with Subordinates in the Workplace.
21p. 1mf. L1 ED 310 343

Bell, David
P.L. 99-457 and Teacher Education: Are We Ready?
9p. 1mf. L1 ED 310 600

Benay, Jeffrey
Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908

Benn, Jennifer
Foundation Grants Handbook.
15p. 1mf. L2 ED 310 709

Bennefield, Robert L.
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
105p. 2mf. L1 ED 310 240

Bennett, Ruth
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889

Benson, Charles S.
Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

Benz, Linda
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Bercik, Janet T.
Charting the Course.
8p. 1mf. L1 ED 310 376

Berger, Gerard I.
Challenges for Preparing the New Work Force for the Year 2000.
8p. 1mf. L1 ED 310 817

Berger, Martijn P. F.
On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45.
37p. 1mf. L1 ED 311 077

Bergers, Ton
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605

Bergin, Joyce Williams
Obstacles to Ethics Instruction.
25p. 1mf. L1 ED 310 975

Berkowitz, Dan
Information Subsidy and Agenda-Building in Local Television News.
23p. 1mf. L1 ED 310 456
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
24p. 1mf. L1 ED 310 478

Berlin, Barry
Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination?
29p. 1mf. L1 ED 310 449

Berney, Tomi D.
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639
Bilingual Pupil Services (B.P.S.), 1987-88.
44p. 1mf. L1 ED 310 640
Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
34p. 1mf. L1 ED 310 638
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637
Project RECURSO, 1987-1988.
27p. 1mf. L1 ED 310 636

Bertrand, Joanne
Social LIFE Game for Teaching Functional Social Competence: A Program Description.
13p. 1mf. L1 ED 310 561

Berwart, Francoise
"Musiques san frontieres (1987-88)": An Intercultural Competition.
The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954

Bettig, Ronald V.
Critical Perspectives on the History and Philosophy of Copyright.
40p. 1mf. L1 ED 310 438

Bickers, Patrick M.
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief.
90p. 1mf. L2 ED 310 852

Biden, Joseph R.
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .
20p. 1mf. L1 ED 310 749

Bilstein, Roger E.
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series.
171p. 2mf. L1 ED 310 941

Bintz, William
Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class.
19p. 1mf. L1 ED 310 473

Bird, John
Upper Atmosphere; Threshold of Space.
40p. 1mf. L1 ED 310 934

Biron, Diane
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.
11p. 1mf. L1 ED 310 920

Blank, Kermit J.
Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.
19p. 1mf. L1 ED 311 044

Blum, Abraham
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230

Bogart, Joanne
Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Bohning, Gerry, Comp.
William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
12p. 1mf. L1 ED 310 348

Boiteau, Denise
Power of Algebra.
31p. 1mf. L1 ED 310 916

Borden, P. A.
Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Boren, Susan
Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

Boulet, Jacques
Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Bowman, Jim
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415

Boyd, Anne E.
Music in Early Childhood.
17p. 1mf. L1 ED 310 863

Boyd, Susy
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela.
25p. 1mf. L1 ED 310 471

Boyer, Michele
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Bozik, Mary
Listening: Theory and Instruction. A Selected, Annotated Bibliography.
9p. 1mf. L2 ED 310 480

Braddlee
Intertextuality and Television Discourse: The Max Headroom Story.
27p. 1mf. L1 ED 310 462

Brandhorst, Ted
What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Brandt, Mary E.
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
22p. 1mf. L1 ED 311 033

Brecheen-Kirkton, R. Kent
Cultural and Intellectual Foundations of 20th Century American Photography.
70p. 1mf. L1 ED 310 474

Breckon, Donald J.
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance.
5p. 1mf. L1 ED 310 231

Bridgeman, Alice
MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917

Broadwell, Cathy Allen
Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Brockmeyer, Gretchen A.
Softball. Steps to Success.
216p. mf. L3 ED 311 037
Teaching Softball. Steps to Success.
239p. mf. L3 ED 311 036

Brown, Diane Robinson
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Brown, Evan L.
History of Psychology.
48p. 1mf. L1 ED 310 988

Brown, Jim
Teaching Tennis. Steps to Success.
211p. mf. L3 ED 311 038
Tennis. Steps to Success.
195p. mf. L3 ED 311 039

Brown, Ric
Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
70p. 1mf. L1 ED 311 012

Brynildson, Gerald
Development and Implementation of a Collective Gaining Model in Teacher Negotiations.
36p. 1mf. L1 ED 310 509

Budd, Alice Trujillo
Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716

Burgess, Sandra E.
Tailored Educational Evaluation Program.
209p. 3mf. L1 ED 311 091

Buri, John R
Forgiveness as a Psychological Antecedent of Perceived Parental Nurturance.
10p. 1mf. L1 ED 310 333

Burnett, I. Emett, Jr.
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553

Burts, Diane C.
Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices.
20p. 1mf. L1 ED 310 857

Busch, John Christian
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

Butterfield, George E., Ed.
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Byrne, Barbara M.
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender.
36p. 1mf. L1 ED 311 059
Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels.
36p. 1mf. L1 ED 311 074

Cabbell, Ed, Ed.
Black Appalachians.
33p. 1mf. L1 ED 310 897

Cagampang, Helen H.
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Camilli, Gregory
Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement.
16p. 1mf. L1 ED 310 500

Campbell, David E.
Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Candoli, I. C.
Superintendent's Evaluation Process.
25p. 1mf. L1 ED 310 510

Canfield, Carole C.
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Canfield, Lori Annette
Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344

Canino, Casilda
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927

Carey, Cecilia
Project RECURSO, 1987-1988.
27p. 1mf. L1 ED 310 636

Carey, Linda
Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Carey, Loretta
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953

Carlson, Robert V.
Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement.
29p. 1mf. L1 ED 310 900

Carpenter, Julie Ann
Library Index to "The History of the Women's Club Movement in America."
51p. 1mf. L1 ED 310 788

Carreiro, P.
Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps.
10p. 1mf. L1 ED 310 569

Carter, David E.
Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Caruso, David
Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Casanova, Ursula
Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716

Casares, Pablo
Dimensions and Variables of Curricular Design for Communication Schools in Latin America.
16p. 1mf. L1 ED 310 454

Catterall, James S.
Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101

Cella, Margot
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Chaffee, Ellen Earle
Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650
Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4.
33p. 1mf. L1 ED 310 651

Chambers, Jay G.
RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538

Chandler, Betsy, Ed.
Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
263p. 3mf. L1 ED 310 904

Chandler, David A.
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267

Chapman, Anne
Difference It Makes: A Resource Book on Gender for Educators.
75p. 1mf. L2 ED 310 999

Cheek, Pauline, Ed.
Appalachian Childhood.
41p. 1mf. L1 ED 310 896

Chepyator-Thomson, Jepkorir R.
Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883

Cherulnik, Paul D.
Physical Attractiveness and Judged Suitability for Leadership.
10p. 1mf. L1 ED 310 317

Childers, Thomas
Public Library Information and Referral Project: Phase I, Survey.
120p. 2mf. L1 ED 310 775

Chiltoskey, Mary, Ed.
Cherokees.
33p. 1mf. L1 ED 310 898

Chissom, Brad
Development of an Instrument To Assess Learning Strategies.
20p. 1mf. L1 ED 311 089

Christal, Melodie E.
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Chrosniak, Patricia
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355

Chung, Diane
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
128p. 2mf. L1 ED 310 292

Ciborowski, Jean
Improving Textbook Usability. Final Report.
230p. 3mf. L1 ED 310 585

Cicchelli, Terry
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927

Cintavey, Kathleen
Correlational Study of Attendance and Gain Scores Using the Gates-MacGinitie Reading Tests.
22p. 1mf. L1 ED 310 380

Clary, Linda Mixon
Administrative Self-Analysis Checklist.
7p. 1mf. L1 ED 310 375
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
8p. 1mf. L1 ED 310 360
Parents Teach Reading, Too.
7p. 1mf. L1 ED 310 359

Clements, Barbara S.
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Clift, Charles E.
Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s.
46p. 1mf. L1 ED 310 439

Cline, Daniel H.
Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Cline, Ruth K. J., Comp.
Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419

Cloud, Sanford Jr.
Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717

Cochran, Connie E.
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
74p. 1mf. L1 ED 310 630

Coffey, Michael A.
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Cohen, Arthur M.
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832

Cohen, Elaine
Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Cohn, Kathleen C.
Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Coldevin, Gary
In-Service Teacher Education at a Distance: Trends in Third World Development.
8p. 1mf. L1 ED 310 739

Cole, Nathaniel H.
General History of Public School Finance in Alaska. Operating and Capital Costs.
47p. 1mf. L1 ED 310 482

Colecchi, Cheryl A.
Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Collis, Betty
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
32p. 1mf. L1 ED 310 741
Using Information Technology To Create New Educational Situations.
20p. 1mf. L1 ED 310 793

Colwell, Richard J., Ed.
International Directory of Approved Music Education: Doctoral Dissertations in Progress.
173p. 2mf. L1 ED 310 989

Cone, Lynn T.
Intensity and Sequence of Parental Discipline in High-Risk Families.
10p. 1mf. L1 ED 310 849

Cook, V. J.
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
47p. 1mf. L1 ED 310 633

Cooper, John O.
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584

Cooper, Sandra M.
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773

Cooper, Thomas W.
Comparative International Media Ethics: In Search of Universals.
71p. 1mf. L2 ED 310 442

Corcoran, Ellen
Critical Issues for Intern Teachers during the Clinical Experience.
24p. 1mf. L1 ED 311 008

Costello, Libby
Proposal Development Handbook.
10p. 1mf. L2 ED 310 710

Costley-Overvides, Betty R.
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268

Coward, John M.
Indians and Public Opinion in the Age of Reform: The Case of the Poncas.
39p. 1mf. L1 ED 310 394
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395

Crabb, Geoffrey
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747
Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748

Cragan, John F.
Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412

Crawford, John Stephens
Perry Levels and Belenky's Findings: Their Possibilities in the Teaching of Art and Art History.
31p. 1mf. L1 ED 310 698

Craycraft, Kenneth
Decision Making: An Overlooked Basic Skill.
7p. 1mf. L1 ED 310 971

Cress, Cynthia J.
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Crider, Raquel A., Ed.
Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Crosby, Alfred W.
Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Crosson, Patricia
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3.
32p. 1mf. L1 ED 310 706

Crystal, Stephen
Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

Cunniff, Elizabeth W.
Leading Students to Optimal Performance through Motivation.
46p. 1mf. L1 ED 310 306

Cupples, Michael Wayne
Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283

Cylke, Frank Kurt, Ed.
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615

Czarnecki, Donna M.
Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
25p. 1mf. L1 ED 310 875

Czeschlik, Tatiana
Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability.
8p. 1mf. L1 ED 310 878

Dalby, Bruce, Ed.
International Directory of Approved Music Education: Doctoral Dissertations in Progress.
173p. 2mf. L1 ED 310 989

Dalle, Teresa S.
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Dancer, L. Suzanne
Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068

Danser, Helen Lisanby
Medications Frequently Used To Treat Persons with Mental Illness.
27p. 1mf. L1 ED 310 607

Daugherty, Ronald D.
Challenges for Preparing the New Work Force for the Year 2000.
8p. 1mf. L1 ED 310 817

David, Leonard
Space Station Freedom. A Foothold on the Future.
49p. 1mf. L1 ED 310 939

Davis, William E.
Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative.
13p. 1mf. L1 ED 310 593

De Jong, Allard Sicco
Channel Diversity in Cable Television.
25p. 1mf. L1 ED 310 457

Deegan, William L., Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

DeJarnette, Glenda
Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.
17p. 1mf. L1 ED 310 670

DeLorenzo, Ronald A.
Teaching Mathematics from a Chemist's Viewpoint.
14p. 1mf. L1 ED 310 803

Denes, Julie, Ed.
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

Denton, Craig L.
Landscape Documentary: Unveiling the Face of "Wasteland."
19p. 1mf. L1 ED 310 450

DeStefano, Lizanne
Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

DeVault, Christine
Don't Let It Get Around. Title No. 503.
178p. 2mf. L2 ED 310 325
Taking Chances with Sex. Title No. 502.
175p. 2mf. L2 ED 310 323
Too Soon for Sex? Title No. 501.
131p. 2mf. L2 ED 310 324

Devitt, Sean M.
Classroom Discourse: Its Nature and Its Potential for Language Learning.
76p. 1mf. L1 ED 310 627

Dietrich, Anja, Ed.
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270

Dillon, Barbara
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Dixon, Kathleen G.
Partners in Knowledge: Negotiating a Student-Teacher Relationship.
16p. 1mf. L1 ED 310 410

Dole, Janice
Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354

Dominik, Annette, Ed.
Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988).
151p. 2mf. L1 ED 310 619

Donovan, Mary
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
38p. 1mf. L2 ED 310 693

Doyle, Robert P.
U.S. Information Ambassadors: The Library/Book Fellows Program.
21p. 1mf. L1 ED 310 795

Drahmann, Theodore
Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502

Draper, Virginia
Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401

Drechsel, Robert E.
Some Second Thoughts about "Hustler v. Falwell."
38p. 1mf. L1 ED 310 392

Drew, Janet D.
Peer Coaching as a Method of Staff Development: An Annotated Bibliography.
53p. 1mf. L1 ED 311 031

Driscoll, Paul D.
Federal Communications Commission and Broadcast Indecency.
52p. 1mf. L1 ED 310 466

Ducoli, Bruno
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954

Duenk, Lester G.
Trade and Industrial Education Requirements in the United States and Territories.
206p. 3mf. L1 ED 310 238

Duff, Susan
Reasoning by Young Children: Knowing When and When Not To Make an Inference.
13p. 1mf. L1 ED 310 876

Duffy, Patricia A.
Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

Duggins, James
Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352

Duncan, Ann
Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Dunn, Cory
Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students.
31p. 1mf. L1 ED 311 146

Durkin, Dolores
New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

Dweck, Carol S.
Predicting Individual Differences in School Anxiety in Early Adolescence.
21p. 1mf. L1 ED 310 884

Dwyer, Edward J.
Strategies for Keeping Papers Organized.
4p. 1mf. L1 ED 310 349

Dyson, Anne Haas
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404

Eadie, Douglas C.
Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
27p. 1mf. L1 ED 310 260

Earthman, Elise Ann
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409

Edwards, Emily D.
Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
18p. 1mf. L1 ED 310 429

Edwards, Floyd H.
Tennessee's Student Drug Testing Law.
12p. 1mf. L1 ED 310 550

Egbert, Rebecca A.
Vision of the Spokane Prophet. Council 108.
39p. 1mf. L2 ED 310 899

Einsiedel, Edna F.
Gender and Decision-Making among Canadian Public Relations Practitioners.
27p. 1mf. L1 ED 310 467

Eisenberg, Michael B.
Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

El-Khawas, Elaine
Campus Trends, 1989. Higher Education Panel Report No. 78.
84p. 1mf. L1 ED 310 700

Elsman, Max
Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Engel, Leonard, Jr.
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station.
241p. 3mf. L1 ED 310 244

English, Raymond, Ed.
Teaching International Politics in High School.
163p. 2mf. L2 ED 310 996

Ennis, Catherine D.
Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883

Epstein, Julianne, Ed.
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535

Erbes, Robert L.
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979

Eriksson, Britt-Marie
Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581

Estes, Bettie
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25.
45p. 1mf. L1 ED 310 792

Etaugh, Claire
Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316

Etheridge, Sandra Y.
Honors: Getting Started.
18p. 1mf. L1 ED 310 814

Evans, Richard M.
Relating Disparate Computer Training Task Data Files.
7p. 1mf. L1 ED 310 744

Eveslage, Sonja A.
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Ewell, Peter T.
Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
154p. 2mf. L1 ED 310 660
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.
28p. 1mf. L1 ED 310 652
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4.
33p. 1mf. L1 ED 310 651
Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654
Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
17p. 1mf. L1 ED 310 653

Eyre, Dana P.
Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

Faber, Charles F.
School Law for Kentucky Teachers and Administrators. Third Edition.
336p. 4mf. L1 ED 310 506

Fadale, LaVerna M.
Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Feit, Rona
What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
15p. 1mf. L1 ED 310 262

Feldhusen, John F., Ed.
Identifying and Nurturing the Gifted: An International Perspective.
184p. 2mf. L2 ED 310 558

Feldmann, Shirley C.
Observational Study of Social Processes in Microcomputer Classrooms.
22p. 1mf. L1 ED 310 742

Fenly, Charles
Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Ferguson, Bonnie Jill
Teaching Volleyball. Steps to Success.
235p. mf. L3 ED 311 034
Volleyball. Steps to Success.
237p. mf. L3 ED 311 035

Fimmel, Richard O.
Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

Fine, Marvin J., Ed.
School Psychology: Cutting Edges in Research and Practice.
83p. 1mf. L2 ED 310 299

Fine, Sara
Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Fineberg, Carol
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Fischer, Shelley M.
Native Language Proficiency as a Predictor of LEP Students' Growth in English.
20p. 1mf. L1 ED 310 632

Fitzpatrick, Oney D., Jr.
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365

Fletcher, J. Dexter
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732

Fletcher, John D.
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731

Foehrenbach, Josie
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Ford, Margaret I.
Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving.
6p. 1mf. L1 ED 310 912

Ford, Michael
Reaching the Heart: Quality Poetry Instruction for Young Children.
7p. 1mf. L1 ED 310 393

Fosler, R. Scott
Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261

Foss, Kurt
Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Foster, Herbert L.
Study of Current In-School Suspension Programs in New York State.
156p. 2mf. L2 ED 311 137

Fraas, Charlotte J.
U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.
27p. 1mf. L1 ED 310 645

Frances, Carol
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

Francis, Judith
Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484

French, Judy
Historical Study of Children's Heroes and Fantasy Play.
48p. 1mf. L1 ED 310 885

Fricko, Mary Ann M.
Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340

Friedman, Grace Ibanez
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637

Friendly, Martha
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.
30p. 1mf. L1 ED 310 873

Frye-Osier, John
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441.
26p. 1mf. L1 ED 310 586

Fuentes, Rick
Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Furtwengler, Carol B.
Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
17p. 1mf. L1 ED 311 047
Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.
19p. 1mf. L1 ED 311 053

Gabay, Mary
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Gachuhi, D., Ed.
Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

Gainer, William J.
Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Gaines, Gale F.
Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
5p. 1mf. L1 ED 310 718

Galindo, D. Letticia
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Gall-Clayton, Nancy
Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
263p. 3mf. L1 ED 310 904

Gallagher, Margaret
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356

Gampert, Richard D.
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
65p. 1mf. L1 ED 311 145
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
92p. 1mf. L1 ED 311 144

Garcia, Georgia Earnest
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367

Gardner, John N.
Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664

Gardner, P. R.
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760

Garland, Virginia
Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Gasser, Michael
Memory Organization in the Bilingual/Second Language Learner.
14p. 1mf. L2 ED 310 621

George, Thomas W.
Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.
19p. 1mf. L1 ED 311 044
Recruitment and Retention of Minority Students Entering Teacher Education.
7p. 1mf. L1 ED 311 043

Gersten, Russell
Guided Practice: Use of Low-Cost Networking.
35p. 1mf. L1 ED 310 784

Gersten, Susan G. Liss
Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College.
58p. 1mf. L1 ED 310 378

Gilman, David A.
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
46p. 1mf. L1 ED 310 886

Giltrow, David
Distance Education.
91p. 1mf. L2 ED 310 753

Ginn, Linda W.
Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498

Giordano, Leigh
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

Gitlin, Andrew
Teacher Evaluation: Educative Alternatives.
220p. mf. L3 ED 311 055

Giuli, Charles
Instructional Effectiveness: Desperately Seeking Indicators of Quality.
17p. 1mf. L1 ED 311 071

Gmuca, Jacqueline L.
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
13p. 1mf. L1 ED 310 421

Godwin, Winfred L.
Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719

Goodlad, Sinclair
Peer Tutoring. A Guide to Learning by Teaching.
184p. mf. L3 ED 311 006

Gordon, Carolyn
Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
11p. 1mf. L1 ED 310 798

Gordon, Constance H.
Rolling Terrace: An Effective School under Adverse Conditions.
17p. 1mf. L1 ED 310 524

Grassini, Norma
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Gray, Judith A., Ed.
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024

Gray, Mattie Evans
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

Green, Charles W.
Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344

Greenberg, Mark
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129
JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128

Greene, Bernard
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

Greenwood, Judith
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Gregory-Bills, Therese
Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.
31p. 1mf. L1 ED 310 312
Psychopathology and Incest: A DIPS Code Type Assessment.
30p. 1mf. L1 ED 310 313

Grevenow, Barbara
Right Brain Teaching Techniques with Elementary Learning Disabled Children.
127p. 2mf. L1 ED 310 614

Grieshaber, Susan
Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879

Grignano, Innocenzio
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
41p. 1mf. L1 ED 310 311

Grimes, Paul W.
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736

Grosset, Jane
Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Grube, M. Marshall
Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.
17p. 1mf. L1 ED 310 670

Gundem, Bjorg B.
How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?
17p. 1mf. L1 ED 310 487

Gunter, B. G.
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples.
30p. 1mf. L1 ED 310 337

Gunter, Nancy C.
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples.
30p. 1mf. L1 ED 310 337

Guocai, Zhang
Higher Education Research in China. An Annotated Bibliography. R.I.H.E. International Publication Series No. 2.
134p. 2mf. L2 ED 310 680

Guthrie, Harold D.
Integrating and Applying the Successful Components for School Improvement.
20p. 1mf. L1 ED 310 518

Haas, Debra Suzanne
Financing Public School Facilities under the Maximum Class Size Requirements in Texas.
154p. 2mf. L1 ED 310 543

Haas, Mary
Computerized Decision-Making Training Effects on Social Studies Lesson Planning.
28p. 1mf. L1 ED 310 978

Haber, Julian S.
Four Stage Approach to Early Childhood Intervention.
22p. 1mf. L1 ED 310 861

Habiby, Raymond
Teaching Political Science in the Arab World.
22p. 1mf. L1 ED 310 952

Hachmeister, Paula
Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Haggerty, James J.
Spinoff 1985.
133p. 2mf. L1 ED 310 944
Spinoff 1986.
132p. 2mf. L1 ED 310 945

Halay, Kathryn
"Watson-Barker Listening Test" for High School Students.
17p. 1mf. L1 ED 310 468

Hallinger, Philip
Models of Shared Leadership: Evolving Structures and Relationships.
19p. 1mf. L1 ED 310 490

Halliwell, Gail
Teachers Initiating Change towards More Flexible Curriculum Practices.
18p. 1mf. L1 ED 310 864

Hallman, Clemens L.
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Halpin, Richard L.
Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Haltiwanger, Jane
Behavioral Referents of Presented Self-Esteem in Young Children.
17p. 1mf. L1 ED 310 854

Hamilton-Wieler, Sharon
Cultural Literacy Shock: A Drama in Three Acts.
17p. 1mf. L1 ED 310 400

Hamilton, Neal F.
Impact of Religiosity on Television Use.
21p. 1mf. L1 ED 310 472

Hanchey, Susan Gale
Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
70p. 1mf. L1 ED 311 012

Hansen, Kenneth H.
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504

Hanson, E. Mark
Administrative Reform and the Egyptian Ministry of Education.
35p. 1mf. L1 ED 310 483

Harcleroad, Fred F.
Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
15p. 1mf. L1 ED 310 711

Hardin, James, Ed.
Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960

Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Harold, Rena D.
In the Eye of the Beholder: Teachers as Perceivers.
18p. 1mf. L1 ED 311 088

Harper, Sheryll Lynch
Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029

Harper, Suzanne, Ed.
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535

Harris-Wheeker, Sally A.
"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

Harris, Deborah M.
Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
23p. 1mf. L1 ED 310 595

Harris, Howard
Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Harrison, Stanley L.
Teaching Public Relations: The Role of Ethics.
23p. 1mf. L1 ED 310 428

Hartigan, John A., Ed.
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

Hartup, Willard W.
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848

Hasley, Linda
Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Hathaway, Warren E.
Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Hatzichristou, Chryse
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
34p. 1mf. L1 ED 311 114

Hawk, Thomas R.
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Haws, Zada
Support Groups for Identified "At Risk" Middle School/Junior High School Students.
16p. 1mf. L1 ED 310 301

Hayes, Dona
Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479

Hazzard, Terry
Sexual Harassment: What's Good for the Goose Is Good For the Gander.
16p. 1mf. L1 ED 310 981

Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
99p. 2mf. L1 ED 310 837

Heller, Jeanne
Offering Moral Education.
8p. 1mf. L1 ED 310 546

Heller, Kurt A., Ed.
Identifying and Nurturing the Gifted: An International Perspective.
184p. 2mf. L2 ED 310 558

Henderson, Karla
Volunteers in Leisure. A Management Perspective.
177p. 2mf. L2 ED 311 046

Henderson, Valanne L.
Predicting Individual Differences in School Anxiety in Early Adolescence.
21p. 1mf. L1 ED 310 884

Herzog, A. Regula
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23.
60p. 1mf. L1 ED 311 016

Hess, Adrien L.
Mathematics Projects Handbook. Third Edition.
52p. mf. L3 ED 310 913

Hewson, Mariana G.
Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation.
28p. 1mf. L1 ED 310 672

Hill, Jonathan
Exit Interview: A Generic Model.
13p. 1mf. L1 ED 310 523

Hirst, Beverley
Peer Tutoring. A Guide to Learning by Teaching.
184p. mf. L3 ED 311 006

Hobbs, Ruby L.
Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835

Hodgkinson, Harold
Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984

Hoffman, Ellen
Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Hoffman, Kay
Model for Rural Social Service Outreach.
15p. 1mf. L1 ED 310 909

Hoffman, Stevie
Language of Adults and Its Influence on Children's Developing Literacy.
32p. 1mf. L1 ED 310 370

Hoffmann, Lore
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.
35p. 1mf. L1 ED 310 918

Holcomb, Ralph
Non-Human Loss in Rural Areas.
9p. 1mf. L1 ED 310 910

Holladay, John
Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Hollister, Judy A.
Michigan Opportunity Card.
15p. 1mf. L1 ED 310 347

Holmes, David R.
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666

Holt, Evelyn R.
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition.
43p. 1mf. L1 ED 310 983

Hoopes, James
Semiotic and Society in Nineteenth-Century America.
20p. 1mf. L1 ED 310 982

Hopf, Diether
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
34p. 1mf. L1 ED 311 114

Hopkins, Scott
Professional Development Schools: An Exploratory Approach.
14p. 1mf. L1 ED 311 021

Horne, Arthur
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

House, James
Transition in Minnesota.
10p. 1mf. L1 ED 310 567

Howard, Molly P.
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603

Hu, P. Gillian
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076

Huang, Shang-Cheng Chiu
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Hurst, Richard
Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
21p. 1mf. L1 ED 310 648

Huston, Aletha C.
Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Hyson, Marion C.
Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children.
38p. 1mf. L1 ED 310 858

Inglis, Margaret J.
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Ivers, Susan C.
Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television.
51p. 1mf. L1 ED 310 440

Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s.
46p. 1mf. L1 ED 310 439

Jabbour, Alan, Ed.
Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960

Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Jackson, Barbara L.
Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Jackson, Elaine E.
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Jackson, Jan, Ed.
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228

Jackson, Marguerite
Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

Jaeger, Richard M.
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

Jaffe, A. J.
Misused Statistics: Straight Talk for Twisted Numbers.
237p. mf. L3 ED 311 057

Jandes, Kenneth M.
Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness.
26p. 1mf. L1 ED 310 520

Janssens, S.
Concerns of Student Teachers: Development during the Pre-Service Period.
9p. 1mf. L1 ED 311 011

Jazwinski, Christine H.
Judgments of Sexism on the Job: An Attributional Model.
11p. 1mf. L1 ED 310 320

Jeffers, Dennis W.
Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476

Jensen, Julie M., Comp.
Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
85p. 1mf. L1 ED 310 420

Johannessen, Larry R.
Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Johnson, Dorothy C.
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928

Johnson, Mitzi M. S.
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Jones, Dennis P.
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Jones, Martha S.
Why Do Students Repeat Admissions Tests?
10p. 1mf. L1 ED 311 058

Jones, Vern
Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students.
31p. 1mf. L1 ED 311 146

Joyce, Mark
Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.
29p. 1mf. L1 ED 310 530

Jung, Donald J.
Federal Communications Commission and the Fairness Doctrine: Public Interest Failure?
28p. 1mf. L1 ED 310 431

Kahan, Bob
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415

Kahan, Robert S.
Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Kalliopuska, Mirja
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026

Kamlongera, Christopher
Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Kaneko, Motohisa
Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Kapoor, Suraj
Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412

Kaufmann, Felice A., Ed.
Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418

Kealey, Robert J., Ed.
Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Kelly, Jodie Sue
Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Kelso, D. P.
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Kendall, Earline D.
Infant Group Care Risks.
36p. 1mf. L1 ED 310 874

Kidwell, Clara Sue
American Indians in Graduate Education.
4p. 1mf. L1 ED 310 643

Kight, Howard R.
Study of Current In-School Suspension Programs in New York State.
156p. 2mf. L2 ED 311 137

Kim, Karl E.
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097

Kimball, Roland
Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement.
83p. 1mf. L1 ED 310 532

Kimpston, Richard D.
Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516

King, Christopher T.
Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Kinneavy, Tom
Outreach College. Design and Implementation.
126p. 2mf. L1 ED 310 245

Kinsley, Allison P., Ed.
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940

Kipper, Philip S.
Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Kirkwood, Adrian
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720

Kleeman, Rosslyn S.
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256

Kleifgen, Jo Anne
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
4p. 1mf. L1 ED 311 120

Klein, Susan S.
How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services?
25p. 1mf. L1 ED 310 785

Kleinert, Dean
Proposal Development Handbook.
10p. 1mf. L2 ED 310 710

Knudson, Ruth E.
Effective Teaching of Writing: Research into Practice. Teacher's Guide: Teaching Students To Write in Response to Informational Writing Tasks.
12p. 1mf. L1 ED 310 424

Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Kobre, Ken
Spanish-American War: "You Furnish the Pictures, I'll Furnish the War."
33p. 1mf. L1 ED 310 459

Kopecek, Robert J.
President's Role in Economic Development.
13p. 1mf. L1 ED 310 806

Kostyu, Paul E.
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445

Kovarik, Bill
Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability.
22p. 1mf. L1 ED 310 386

Kraig, Glen M.
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
90p. 1mf. L1 ED 310 339

Krakower, Jack Y.
Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647

Kryder, James S.
Annotated Bibliography of Literature Dealing with Brain Functions and Brain Growth.
33p. 1mf. L1 ED 310 305

Kuhlman, Judy
Economic Development: A Rural Perspective. Issues in Training and Employment.
20p. 1mf. L1 ED 310 263

Kuhlthau, Carol C.
Information Search Process of High, Middle, and Low Achieving High School Seniors.
23p. 1mf. L1 ED 310 787

Kuhlwein, Wolfgang
Socio-Semiotic Way of Looking at Cross-Cultural Lexicology.
11p. 1mf. L1 ED 310 794

Kulick, Edward
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076

Laforge, Lorne, Comp.
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626

Lalor, Ida
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390

Lamas, Enrique
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Lambert, Matthew E.
Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Lance, Donald M.
Discourse Analysis: Part I, Information Management and Cohesion.
59p. 1mf. L1 ED 310 383

Land, Arthur J.
Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.
15p. 1mf. L1 ED 310 552

Larson, Katherine A.
Early Secondary School Adjustment for At-Risk and Highest-Risk Students.
43p. 1mf. L1 ED 310 303

Lasorsa, Dominic L.
Ethical Implications of Digital Imaging in Photojournalism.
21p. 1mf. L1 ED 310 397

Laughlin, Margaret A., Ed.
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
124p. 2mf. L1 ED 310 956

Laursen, Brett
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848

Lavoie, Derrick R.
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Lawson, John
Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
22p. 1mf. L1 ED 310 533

Lennon, Joan M.
At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies.
66p. 1mf. L1 ED 310 860

Lepage, Danielle, Ed.
Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988).
151p. 2mf. L1 ED 310 619

Lester, Marilyn
Evaluation of the Junior High School Student Assistance Program. Publication No. 495.
115p. 2mf. L1 ED 311 132

Lester, Paul
African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Levin, Benjamin
Government Planning and Decision-Making in Education and Other Social Policy Fields.
18p. 1mf. L1 ED 310 507

Levin, Irwin P.
Sex Differences in Moral Decision Making.
20p. 1mf. L1 ED 310 329

Levinson, Judith L.
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390

Levitan, Sar A.
Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Levy, Gary D.
When is a Schema not a Schema? The Case of Gender Schema.
21p. 1mf. L1 ED 310 844

Lewis, Nancy L.
Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476

Li, Liu
Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French).
104p. 2mf. L1 ED 310 617

Lichtenstein, James M.
Academic Stress in Kindergarten Children.
24p. 1mf. L1 ED 310 865

Liegeois, Jean-Pierre
Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987).
76p. 1mf. L2 ED 310 903

Ligon, Glynn
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Linden, Fabian
Marketer's Guide to Discretionary Income.
47p. 1mf. L1 ED 310 997

Lindle, Jane Clark
Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Lisherness, Nancy Lee
Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042

Litman, Barry R.
Network Rerun Viewing in the Age of New Programming Services.
31p. 1mf. L1 ED 310 461

Loatman, Bruce
Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

Lonberger, Rosemary B.
Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders.
42p. 1mf. L1 ED 310 374

Lopez, Kathryn
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816

Loughrin-Sacco, Steven J.
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Lovejoy, Kim Brian
Discourse Analysis: Part I, Information Management and Cohesion.
59p. 1mf. L1 ED 310 383

Discourse Analysis: Part II, A Comparison of Published Writing in Three Disciplines.
47p. 1mf. L1 ED 310 384

Lovell, Nikki
Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Support Groups for Identified "At Risk" Middle School/Junior High School Students.
16p. 1mf. L1 ED 310 301

Lows, Raymond L.
Rural School Finance: A Critical Analysis of Current Practice in Illinois.
29p. 1mf. L1 ED 310 894

Lynch, Kathleen Kelley
Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542

Lyons, Paul R.
Cooperative and Workplace Learning Approaches.
11p. 1mf. L1 ED 310 657

Mackey, James
How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408

MacLean, H.
New Life-Style for Persons with Severe Disabilities: Supported Independence.
11p. 1mf. L1 ED 310 563

Mahan, David J.
Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511

Major, Roy C.
Variation in Second Language Phonology.
14p. 1mf. L2 ED 310 622

Mangino, Evangelina
Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064

Mann, George
Model for Implementing a Knowledge-Based Curriculum in Teacher Education.
16p. 1mf. L1 ED 311 019

Manning, Maryann
Social Class and Kindergarten Children's Confidence in Writing.
10p. 1mf. L2 ED 310 414

Mariash, Leonard James
Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.
187p. 2mf. L1 ED 310 888

Markham, Reed
Frame of Reference: Communicating with Understanding. Essay and Exercises.
17p. 1mf. L1 ED 310 426

Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
10p. 1mf. L1 ED 310 469

Marlett, N. J.
New Life-Style for Persons with Severe Disabilities: Supported Independence.
11p. 1mf. L1 ED 310 563

Marshall, D. G.
Cost of Small Schools.
13p. 1mf. L1 ED 310 505

Marx, Fern
After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484

Mason, Marguerite M.
Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders.
16p. 1mf. L1 ED 310 922

Matiru, B., Ed.
Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

Mayo, Kathleen
Selection of Audiovisual Materials on Disabilities.
11p. 1mf. L1 ED 310 745

McAleer, Neil
Space Shuttle: The Renewed Promise.
29p. 1mf. L1 ED 310 935

McCall, Jeffrey M.
Beyond the Roper Report: Maintaining Goals To Educate (Not Train) Students.
14p. 1mf. L1 ED 310 465

McCarthy, Catherine
Effects of Joint Activity Intervention on Children's Pragmatic Language Skills.
12p. 1mf. L1 ED 310 573

McChesney, Kay Young
Macroeconomic Causes of Family Homelessness.
13p. 1mf. L1 ED 310 304

McClain, Anita
Keep a Poem in Your Pocket.
8p. 1mf. L1 ED 310 406

McClernon, Timothy R.
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31.
212p. 3mf. L1 ED 311 069

McCormick, Sandra
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584

McCrea, Nadine L.
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

McDaniel, Cleve
Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

McDonald, Linda
Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
15p. 1mf. L1 ED 310 578

McFadden, Emily Jean
Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839

McGinley, William
Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353

McGregor, Michael A.
In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.
48p. 1mf. L1 ED 310 464

McGuire, Joan M., Ed.
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

McGuire, Michael D.
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
39p. 1mf. L1 ED 310 694

McIsaac, Marina Stock
Problems Affecting Evaluation of Distance Education in Developing Countries.
13p. 1mf. L1 ED 310 743

McKernan, Jim
Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects.
28p. 1mf. L1 ED 310 656

McLaughlin, Lisa M.
Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

McManis, Michael A.
Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822

McNeil, John
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

McNeil, John M.
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
105p. 2mf. L1 ED 310 240

Meade, Anne
Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853

Medrich, Elliot A.
Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095
Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Meeke, Noel
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training.
75p. 1mf. L1 ED 310 236

Mehan, Hugh, Ed.
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Mertopuspito, S.
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience).
7p. 1mf. L1 ED 310 594

Mestre, Jose
Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931

Metz, Elizabeth
Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

Middleton, Kathleen
Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500.
25p. 1mf. L2 ED 310 322

Middleton, Teresa
Special Education Software Center. Final Report.
88p. 1mf. L1 ED 310 591

Milhafer, Judith
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

Miller, Judy
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Miller, Lawrence M.
North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Miller, Scott A.
Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

Mills, Belen
Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867

Mills, Jeanne
Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
115p. 2mf. L1 ED 310 921

Mitchell, John D.
Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479

Mitchell, Karen J.
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689

Mock, Jere J., Ed.
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

Molnar, Joseph J.
Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

Monteith, Dianne S.
EIA: Educational Reform or Repression?
14p. 1mf. L1 ED 310 551

Montoya, Earl J.
Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

Moonen, Jef
Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737

Moore, Kenneth D.
Professional Development Schools: An Exploratory Approach.
14p. 1mf. L1 ED 311 021

Moore, Marcia S.
Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

Moreno, Gilbert R.
Approaches to Meeting the 50% Law Requirement.
37p. 1mf. L1 ED 310 801

Morris, Barbra
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment.
24p. 1mf. L1 ED 310 342

Moxley, Joseph M., Ed.
Creative Writing in America: Theory and Pedagogy.
275p. 3mf. L1 ED 310 417

Mueller, John H.
Trait Distinctiveness in the Ideal-Self Concept.
29p. 1mf. L1 ED 310 318

Muller, Josef, Ed.
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270

Munger, Gail F.
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference.
18p. 1mf. L1 ED 310 560

Munoz, Patricio Calderon
Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754

Munro, Jane
Discourse of Dropout in Distance Education: A Theoretical Analysis.
11p. 1mf. L1 ED 310 752

Munroe, Mary Jeanne
BLOCK Successful Alternative Format Addressing Learner Needs.
8p. 1mf. L1 ED 311 003

Murtha, James
Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

Muthen, Bengt
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
85p. 1mf. L1 ED 311 049

Nader, Helen
Christopher Columbus: The Hero and the Historians.
22p. 1mf. L1 ED 310 974

Naidu, Som
Computer Conferencing in Distance Education.
26p. 1mf. L1 ED 310 734
In-Service Teacher Education at a Distance: Trends in Third World Development.
8p. 1mf. L1 ED 310 739

Naseef, Robert
How Families Cope Successfully with a Handicapped Child: A Qualitative Study.
19p. 1mf. L1 ED 310 601

Naus, Mary J.
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365

Neeley, Charlotte Ann
Faculty Use of Interactive Media Technology.
11p. 1mf. L1 ED 310 815

Negussie, Birgit
Health and Nutrition: Preconditions for Educational Achievement.
12p. 1mf. L1 ED 310 862
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851

Nehrke, Milton F.
Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295

Neimark, Edith D.
Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843

Nelsen, Mary Jo
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856

Neuendorf, Kimberly A.
TV Entertainment, News, and Racial Perceptions of College Students.
50p. 1mf. L1 ED 310 477

Nevo, David
Structured Method for Direct Assessment of Writing.
15p. 1mf. L1 ED 311 073

Newman, Anabel P.
Adult Basic Education: Reading.
235p. mf. L3 ED 310 377

Nimnicht, Glen
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

Noblit, George W.
Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513

Noel, Jana
Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education.
20p. 1mf. L1 ED 311 010

Nordstrom, Brian H.
Non-Traditional Students: Adults in Transition.
22p. 1mf. L1 ED 310 686

Nussbaum, Harvey
Market Strategy Plan For Wayne County Community College. Volume 1.
68p. 1mf. L1 ED 310 807

Nyberg, Sandra
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
20p. 1mf. L1 ED 310 771

O'Banion, Terry, Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

O'Brien, J. Stephen
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

O'Shea, Dorothy J.
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students.
11p. 1mf. L1 ED 310 565

Oches, Barry
Teacher Assistance Teams: A Process for Democratic Teachers.
11p. 1mf. L1 ED 310 541

Odell, Morgan, Ed.
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

Oelerich, Marjorie L.
Appropriate Curriculum for Full-Time Kindergarten.
11p. 1mf. L1 ED 310 845

Ogletree, Earl J.
School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Olsen, Robert M.
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Olson, John K.
Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
14p. 1mf. L1 ED 310 740

Opperman, Prudence
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
65p. 1mf. L1 ED 311 145
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
92p. 1mf. L1 ED 311 144

Orlansky, Jesse
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731

Ortizano, Giacomo L.
Press vs. Professional Wrestling: How the Press Covered WrestleMania III.
38p. 1mf. L1 ED 310 423

Osborne, Michael
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Otto, Douglas, W.
Administrator Evaluation in the Small School District.
18p. 1mf. L1 ED 310 519

Paese, Paul C.
Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Palmberg, Rolf
Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628

Palmer, Allen
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
23p. 1mf. L1 ED 310 382

Palmer, Carolyn G.
Communications: There's Nothing to It But To Do It.
10p. 1mf. L1 ED 310 722
Making It with Media. Transparency Design.
24p. 1mf. L1 ED 310 723
Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724
Practical PR for School Media Centers.
18p. 1mf. L1 ED 310 725
Production Fever--Catch It!
24p. 1mf. L1 ED 310 726
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
19p. 1mf. L1 ED 310 727
Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Papineau, Andrew
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587

Paraschos, Manny
Constitutional Provisions on the Press: A World View.
26p. 1mf. L1 ED 310 387

Parer, Michael S.
Institutional Support and Rewards for Academic Staff Involved in Distance Education.
58p. 1mf. L1 ED 310 757

Parker, Darrell F.
Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959

Pasternack, Steve
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416

Pat Arnow, Ed.
Appalachian Childhood.
41p. 1mf. L1 ED 310 896

Patry, Jean-Luc
Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice.
17p. 1mf. L1 ED 311 017

Pearson, P. David
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356

Pease, Edward C.
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Pedrini, B. C.
Social Change and Special Education.
14p. 1mf. L1 ED 310 583

Pedrini, D. T.
Social Change and Special Education.
14p. 1mf. L1 ED 310 583

Penrose, Ann M.
Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Perkins, Kyle
Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items.
19p. 1mf. L1 ED 311 054
Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Perkovich, George
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Perse, Elizabeth M.
Audience Selectivity and Involvement.
19p. 1mf. L1 ED 310 436

Peters, William H.
Reaching Out to All Students: The Integrated English Approach.
15p. 1mf. L2 ED 310 413

Pettey, Gary R.
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
37p. 1mf. L1 ED 310 446

Phillips, Kay D.
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
50p. 1mf. L1 ED 310 385

Pickering, Marisue
Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
174p. 2mf. L1 ED 310 608

Pickle, Barbara
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Piekos, Jennie M.
Gender and Decision-Making among Canadian Public Relations Practitioners.
27p. 1mf. L1 ED 310 467

Pierret, M.
Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Pietrukowicz, Mary
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Pike, Daniel W.
Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
96p. 1mf. L1 ED 311 133
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131
Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Pincus, J. David
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
21p. 1mf. L1 ED 310 432

Pinzon, Charles M.
Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455

Pittman, Laura L.
Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Plescia, Joanne
Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Plotkin, Donna
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639

Poertner, Patricia
Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316

Pooyan, Abdullah
Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.
46p. 1mf. L1 ED 310 642

Poppleton, Pam
Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.
39p. 1mf. L1 ED 311 009

Posey, Virginia K.
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
66p. 1mf. L1 ED 310 612

Potter, Diane L.
Softball. Steps to Success.
216p. mf. L3 ED 311 037
Teaching Softball. Steps to Success.
239p. mf. L3 ED 311 036

Prestine, Nona A.
Political Systems Theory as an Explanatory Paradigm for a Governance Conflict.
29p. 1mf. L1 ED 310 684

Price, Jane A.
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
39p. 1mf. L1 ED 310 694

Pritchard, Eileen E.
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789

Puckett, Thomas F.
Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
30p. 1mf. L1 ED 310 433

Purnell, James P.
Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
54p. 1mf. L1 ED 311 027

Purves, Alan C.
Domain of School Literature: A Framework for Assessment.
8p. 1mf. L1 ED 311 052

Putnam, Ralph T.
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914

Quimbita, Grace
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833

Raban, Bridie
Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.
22p. 1mf. L1 ED 310 364

Ragland, Rachel G.
Status of Teachers and Teacher Education in High School Psychology.
12p. 1mf. L1 ED 311 014

Randlett, Alice Schmatz
Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes.
49p. 1mf. L2 ED 310 422

Ransom, Angela
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

Rapaport, Ross J.
Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.
14p. 1mf. L1 ED 310 308

Rasmussen, Ruth J., Ed.
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).
51p. 1mf. L1 ED 310 783

Ratliffe, Sharon A.
Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course.
19p. 1mf. L1 ED 310 831

Reagan, Joey
Using Grunig's "Indices for Models of Public Relations" To Differentiate Job Functions within Organizations.
22p. 1mf. L1 ED 310 475

Reaves, Shiela
Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444
Photography, Pixels and New Technology: Is There a "Paradigm Shift?"
21p. 1mf. L1 ED 310 388

Reed, Robert W.
Relating Disparate Computer Training Task Data Files.
7p. 1mf. L1 ED 310 744

Reglin, Gary L.
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
19p. 1mf. L1 ED 310 919

Reisman, S.
Interactive Videodisc at California State University, Fullerton.
9p. 1mf. L1 ED 310 756

Renfroe, William
Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Reuys, Stephen
Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288

Reynoldson, Roger L.
How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Rhine, Sherrie L. W.
Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959

Richardson, Arthur G.
Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study.
40p. 1mf. L1 ED 311 013

Richardson, Don
Models of Shared Leadership: Evolving Structures and Relationships.
19p. 1mf. L1 ED 310 490

Richardson, Robert B.
Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093

Richardson, Steve
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611

Riddle, Tom
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124

Rider, Sheila
Selection of Audiovisual Materials on Disabilities.
11p. 1mf. L1 ED 310 745

Riome, Carol-Anne, Comp.
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750

Riseborough, George
Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.
39p. 1mf. L1 ED 311 009

Roberts, Charles V.
"Watson-Barker Listening Test" for High School Students.
17p. 1mf. L1 ED 310 468

Roberts, Jo
Cultural Orientations of First-Time High School Principals during Selection and Entry.
31p. 1mf. L1 ED 310 528
Study of the Change Efforts among First-Time High School Principals.
21p. 1mf. L1 ED 310 527

Rockman, Ilene F.
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789

Rodda, Michael
Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults.
8p. 1mf. L1 ED 310 566

Rogers, Fred M.
Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Rogers, Karen B.
Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516

Root, Paul
School Improvement in Arkansas.
8p. 1mf. L1 ED 310 902

Roper, John J.
Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291

Rosenberg, Daniel Z.
Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers.
45p. 1mf. L1 ED 311 020

Rosenblum-Cale, Karen
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962

Ross, Heather L.
Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Ross, Jovita Martin
Critical Teaching Behaviors as Perceived by Adult Undergraduates.
25p. 1mf. L1 ED 311 015

Rosser, Phyllis
SAT Gender Gap: Identifying the Causes.
198p. 3mf. L2 ED 311 087

Rost, Detlef H.
Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability.
8p. 1mf. L1 ED 310 878

Rothbaum, Barbara Olasov
Responses Following Sexual and Non-Sexual Assault.
10p. 1mf. L1 ED 310 346

Rothstein, Frances R.
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

Roundtree-Wyly, Jeanie
Comparison of Learning Styles in Traditional and Non-Traditional Students.
15p. 1mf. L1 ED 310 671

Rouse, Beatrice A., Ed.
Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Rubin, Alan M.
Impact of Religiosity on Television Use.
21p. 1mf. L1 ED 310 472

Rubin, Victor
Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095

Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Rumberger, Russell W.
Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
35p. 1mf. L1 ED 310 242

High School Dropouts: A Problem for Research, Policy, and Practice.
21p. 1mf. L1 ED 311 092

Rutherford, William L.
Secondary School Homework Practices: Uses and Misuses.
26p. 1mf. L1 ED 311 051

Rutkowski, Edward, Ed.
Journal of the Midwest History of Education Society. Volume 17, 1989.
208p. 3mf. L1 ED 310 968

Ryder, Randall J.
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361

Salehi, Saeed
AIDS: A Statewide Survey of Students' Knowledge and Attitudes.
39p. 1mf. L1 ED 310 699

Sallee, Alvin L.
Model for Rural Social Service Outreach.
15p. 1mf. L1 ED 310 909

Salzman, Stephanie A.
Teacher Competency Testing: Panacea or Pandora's Box?
27p. 1mf. L1 ED 311 028

Sandel, Lenore
"The Student's Right to Write" and "Composition Opinionnaire to the Student's Right To Write": A Comparison of Responses across Decades.
43p. 1mf. L1 ED 310 405

Teaching with Biography.
16p. 1mf. L1 ED 310 372

Sanders, Luther W.
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign.
27p. 1mf. L1 ED 310 391

Sandhu, Jim Singh
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611

Sansone, Janet
Interventions with Students At-Risk for Dropping Out of School: A High School Responds.
21p. 1mf. L1 ED 310 501

Saville, Anthony
Exit Interview: A Generic Model.
13p. 1mf. L1 ED 310 523

Sawhill, Isabel V.
Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Saya, Michael J.
Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570

Schell, Leo M.
Dilemma of Within-Class Grouping.
10p. 1mf. L1 ED 310 351

Schiller, Wendy
Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Schrader, David C.
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Schrader, Elizabeth L.
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Schulmeyer, Cynthia A.
Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel.
12p. 1mf. L1 ED 310 588

Schwab, Richard
Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
17p. 1mf. L1 ED 310 534

Schwartz, Wendy
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

Schwarzwald, Sigrid
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
27p. 1mf. L1 ED 310 949

Schwarzwalder, Robert N., Jr.
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781

Scott, James J.
Encouraging School Staff To Collaborate for Instructional Effectiveness.
39p. 1mf. L1 ED 310 557

Scott, Robert A.
Beyond the Ivory Tower: College and University Partnerships with Business.
15p. 1mf. L1 ED 310 692

Seboda, Barbara L.
Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
45p. 1mf. L1 ED 310 834

Seda, Ileana
Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362

Sellin, Burkart, Ed.
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234

Sensi, D.
Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Shailor, Jonathan G.
Toward an Ethics of Communication.
30p. 1mf. L1 ED 310 427

Shank, Patricia A., Ed.
Parent Empowerment Packet (PEP).
407p. 5mf. L1 ED 310 580

Shaw, Stan F., Ed.
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

Shelley, Anne Crout
Quantity and Quality of Reading Instruction as It Relates to Student Achievement in Reading.
26p. 1mf. L1 ED 310 379

Simerly, Robert G.
Handbook of Marketing for Continuing Education.
543p. mf. L3 ED 310 665

Sinagra, Marsha D.
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816

Sinai, Raquel
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634

Sinke, Mary
Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Sjostrom, Barbara R.
Bilingual Pupil Services (B.P.S.), 1987-88.
44p. 1mf. L1 ED 310 640

Skakun, Vivian
Integration--How Can We Make It Work?
9p. 1mf. L1 ED 310 575

Why Change Our Service Delivery in Special Education?
11p. 1mf. L1 ED 310 574

Slater, Michael D.
Messages as Experimental Stimuli: Design, Analysis, and Inference.
23p. 1mf. L1 ED 310 452

Sledge, Janet H., Comp.
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911

Smith, James M.
Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
23p. 1mf. L1 ED 310 554

Smith, Judy D.
Children's Project: A Residential Option for Children with Developmental Disabilities.
10p. 1mf. L1 ED 310 562

Smith, R. O.
Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604

Smith, Ron
African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Smith, Stuart C.
Encouraging School Staff To Collaborate for Instructional Effectiveness.
39p. 1mf. L1 ED 310 557

Smithson, Craig
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Smyth, John
Teacher Evaluation: Educative Alternatives.
220p. mf. L3 ED 311 055

Snauwaert, Dale
Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

Sockwell, Recardo
State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Socoski, Patrick M.
Call for the End of Corporal Punishment in Schools.
15p. 1mf. L1 ED 310 522

Soled, Suzanne Wegener
Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning.
7p. 1mf. L1 ED 310 735

Sousie, Susan P.
Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed.
14p. 1mf. L1 ED 310 577

Souviney, Randall, Ed.
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Spangler, Lynn C.
Television Autobiographies: The Audience Speaks for Itself.
34p. 1mf. L1 ED 310 434

Spaulding, Cheryl L.
Understanding How Reader Characteristics Affect Comprehension of Text.
33p. 1mf. L1 ED 310 371

Sperry, Robert
Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993

Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials.
9p. 1mf. L1 ED 310 992

Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles.
23p. 1mf. L1 ED 310 991

Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
15p. 1mf. L1 ED 310 998

Spirer, Herbert F.
Misused Statistics: Straight Talk for Twisted Numbers.
237p. mf. L3 ED 311 057

Spivey, Nancy Nelson
Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358

Spurger, Steven O.
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper.
9p. 1mf. L1 ED 310 548

Stager, David A. A.
Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Stanley, Lawrence R.
Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068

Stanley, Patricia D.
Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana.
15p. 1mf. L1 ED 310 335

Stansfield, David
Power of Algebra.
31p. 1mf. L1 ED 310 916

Stanton, Timothy K.
Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679

Starr, Michael
Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.
27p. 1mf. L1 ED 310 453

Steinmiller, Georgine
P.L. 99-457 and Teacher Education: Are We Ready?
9p. 1mf. L1 ED 310 600

Stempel, Guido H., III
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Stenger, Amelia
Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502

Stevens, Ann
Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867

Stinehart, Kathleen
Similarities and Differences in Distance Education in Mexico and the U.S.
27p. 1mf. L1 ED 310 746

Stiver, Rachel
Competitive Stress in Athletes: Determinants and Impact on Performance.
32p. 1mf. L1 ED 311 030

Stoloff, David L.
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects.
21p. 1mf. L1 ED 310 923

Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.
34p. 1mf. L1 ED 310 930

Stoltenberg, Cal D.
Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294

Stone, Elizabeth W.
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report.
106p. 2mf. L1 ED 310 774

Stonehill, Robert M.
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement.
16p. 1mf. L1 ED 310 786

Strode, Susan
Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).
17p. 1mf. L1 ED 310 363

Strope, John L., Jr.
Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Stropes, Stephen L.
Faculty Use of Interactive Media Technology.
11p. 1mf. L1 ED 310 815

Su, Hui Fang Huang
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
78p. 1mf. L1 ED 310 855

Sublett, Michael D.
Geography Internships: First, the Good News.
12p. 1mf. L1 ED 310 985

Sudderth, Charlotte R.
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
27p. 1mf. L1 ED 310 492

Sullivan, Kathryn
Using UTAH PILOT To Teach Basic DIALOG Searching.
56p. 1mf. L1 ED 310 772

Sullivan, Linda A.
Sex, Empathy, and Social Skills as Predictors of Social Support.
13p. 1mf. L1 ED 310 328

Sunal, Cynthia Szymanski
Computerized Decision-Making Training Effects on Social Studies Lesson Planning.
28p. 1mf. L1 ED 310 978

Surlin, Stuart H.
Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination?
29p. 1mf. L1 ED 310 449

Swan, Karen
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733

Swanson, Lesley Anne
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338

Szablya, Helen
Enterprise Foundation.
15p. 1mf. L2 ED 311 143

Tamburello, Gaspare B.
Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283

Tanigawa, Christine
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Taylor, Lyndon E.
Redefining the Community College for the Year 2000.
16p. 1mf. L1 ED 310 802

Tedrick, Ted
Volunteers in Leisure. A Management Perspective.
177p. 2mf. L2 ED 311 046

Terry, Danal
Ethical Implications of Digital Imaging in Photojournalism.
21p. 1mf. L1 ED 310 397

Tessmer, Martin
New Model of Concept Teaching and Learning.
27p. 1mf. L1 ED 311 032

Thiel, Robb G.
Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001

Thomas, Arundell A.
Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study.
40p. 1mf. L1 ED 311 013

Thomas, Laurie
Cable, The First Amendment, and the Future: A Time To Change Course.
30p. 1mf. L1 ED 310 435

Thomas, Margaret G.
Portfolio of Community College Initiatives in Rural Economic Development.
124p. 2mf. L1 ED 310 901

Thompson, Bruce
Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
13p. 1mf. L1 ED 311 070

Thompson, Mark
Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study.
128p. 2mf. L1 ED 310 399

Thompson, Spencer K.
Longitudinal Study of Extremely Popular Children.
14p. 1mf. L1 ED 310 877

Thomson, W. Scott
Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument.
25p. 1mf. L1 ED 311 023

Tishler, J. Ward
Health Lifestyle Analysis of Faculty Staff and Employees at the University of Montevallo in 1982 to 1988.
16p. 1mf. L1 ED 310 678

Torres, Judith Stern
Native Language Proficiency as a Predictor of LEP Students' Growth in English.
20p. 1mf. L1 ED 310 632

Study of the Impact of the Revised Educational Options Admissions Policy, 1987-88. Research Section Report.
33p. 1mf. L1 ED 310 350

Torres, Miguel Reyes
Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754

Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
14p. 1mf. L1 ED 310 758

Triplett, Suzanne E.
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Troolin, Barbara L.
Transition in Minnesota.
10p. 1mf. L1 ED 310 567

Tsukada, Mamoru
Tracking System and the Informal Education in Japan.
43p. 1mf. L1 ED 310 515

Tudge, Jonathan
Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Turner, Belinda Olivarez
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

Turner, Brenda, Ed.
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Turner, James P.
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109

Turner, Richard L.
Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement.
16p. 1mf. L1 ED 310 500

Uditsky, Bruce
On Campus: Integrating the University Environment.
9p. 1mf. L1 ED 310 568

Ujlaki, Vilma
School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Ulisse, Peter
Writing Across the Curriculum.
51p. 1mf. L1 ED 310 828

Ulrich, James F., Jr.
Culture of Organizations: A Set of Learning Activities for Community Leaders.
52p. 1mf. L1 ED 310 976

Upcraft, M. Lee
Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664

Urban, Edward F.
Basic Measuring Instrumentation Training Program for New York Institute of Technology.
119p. 2mf. L1 ED 310 243

Utt, Sandra H.
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416

Van Horn, Carl E.
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099

Vande Kamp, Mark E.
Is High Self-Esteem a Precondition of "Normal" Behavior?
6p. 1mf. L1 ED 310 331

Vanderheiden, G. C.
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Vanderheiden, Gregg C.
Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Varah, Kathleen M.
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Vaughn, B. J.
Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

Vedra, Kenneth David
Study of the Predictability of School District Bond Ratings.
25p. 1mf. L1 ED 310 481

Velazquez, Clara
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
34p. 1mf. L1 ED 310 638

Vera, Elizabeth M.
Sex Differences in Moral Decision Making.
20p. 1mf. L1 ED 310 329

Verspoor, Adriaan
Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

Viechnicki, Karen J.
Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514

Viera, Barbara L.
Teaching Volleyball. Steps to Success.
235p. mf. L3 ED 311 034

Volleyball. Steps to Success.
237p. mf. L3 ED 311 035

Vincent, Ken
Psychopathology and Incest: A DIPS Code Type Assessment.
30p. 1mf. L1 ED 310 313

Violenus, Agnes A.
Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
158p. 2mf. L2 ED 310 764

Visscher, A. J.
Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488

Voelker, David H.
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
37p. 1mf. L1 ED 310 446

Waage, Fred, Ed.
Black Appalachians.
33p. 1mf. L1 ED 310 897

Waks, Leonard J.
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Walker, Karen
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Wallin, Erik, Ed.
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Walters, Norma J.
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion.
110p. 2mf. L1 ED 310 677

Walz, Joel
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
68p. 1mf. L1 ED 310 618

Walz, Pat M.
Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676

Selecting an Organization: How College Graduates Choose a Job.
31p. 1mf. L2 ED 310 675

Warden, Michael L.
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act.
43p. 1mf. L1 ED 310 448

Wardle, Francis
Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846

Wasley, Patricia A.
Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice.
36p. 1mf. L1 ED 311 018

Watt, Joyce
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
131p. 2mf. L1 ED 310 871

Wechsler, Harold, Ed.
Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668

Higher Education Advocate. Volume VI, Number 1-12.
54p. 1mf. L1 ED 310 667

Weil, Jonathan S.
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986

Weinstock, Phyllis
Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

Weisbender, Leo
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Wells, Amy Stuart
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148

Wendel, Frederick C.
Introduction to the Assessment Center Method.
26p. 1mf. L1 ED 310 545

Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547

Use of the Assessment Center Method in Administrator Preparation Programs.
37p. 1mf. L1 ED 310 549

Westler, Jean A.
Drugs and AIDS: Getting the Message Out.
25p. 1mf. L1 ED 310 327

Weston, Mark
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Home Schooling: A Primer for State Legislators.
8p. 1mf. L2 ED 310 840

White, Marilyn Domas
Access to Current Information Online.
27p. 1mf. L1 ED 310 796

Whitfield, Patricia T.
Teacher Competency Testing: Panacea or Pandora's Box?
27p. 1mf. L1 ED 311 028

Whitmore, Kay R.
Rochester Initiative.
12p. 1mf. L1 ED 311 121

Wicks, Jan LeBlanc
Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect?
32p. 1mf. L1 ED 310 430

Wiedey, Linda Brenckman
Academic Stress in Kindergarten Children.
24p. 1mf. L1 ED 310 865

Wiesner, Linda
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Wigdor, Alexandra K., Ed.
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

Wilgosh, L.
World of Work: Is There a Match between Vocational Preparation and Employer Expectations?
10p. 1mf. L1 ED 310 571

Wilkinson, L. David
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Willatts, Peter
Reasoning by Young Children: Knowing When and When Not To Make an Inference.
13p. 1mf. L1 ED 310 876

Wills, Sandra Judith Abiola
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada.
136p. 2mf. L1 ED 310 451

Wilmoth, James Noel
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Wilson, Lucy, Comp.
Collection Development Policies for the RWC Learning Resources Center.
63p. 1mf. L1 ED 310 782

Winter, Gene M.
Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Wirth, Thomas H.
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

Wittebols, James H.
Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Wittstruck, John R.
Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

Witziers, B.
Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488

Wolf, Thomas M.
HIV-Infected Patient and Family Social Support.
8p. 1mf. L1 ED 310 307

Woodress, Frederick A.
Criminals Assess Their Treatment by the Media.
17p. 1mf. L1 ED 310 458

Woodrow, Maggie
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Woody, Bette
Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Worthington, Everett L., Jr.
Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Wright, Lance V.
Study of Supervisory Priorities of First-Time High School Principals.
19p. 1mf. L1 ED 310 526

Study of the Change Efforts among First-Time High School Principals.
21p. 1mf. L1 ED 310 527

Wulfemeyer, K. Tim
What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
28p. 1mf. L1 ED 310 447

Wyatt, Robert O.
Activating, Measuring and Manipulating Interest in an Artistic Event: An Initial Interest Modification Model.
34p. 1mf. L1 ED 310 437

Xenos, Peter
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

Yewchuk, Carolyn
Idiots Savants: Retarded and Gifted.
9p. 1mf. L1 ED 310 576

Zeldin, Shepherd
Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Zeller, Richard A.
Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy.
9p. 1mf. L1 ED 310 319

Zemsky, Robert
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658

Zimbler, Linda
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

Zinsser, Judith P.
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967

Ability

Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295

Ability Identification

In the Eye of the Beholder: Teachers as Perceivers.
18p. 1mf. L1 ED 311 088

Abstinence

Too Soon for Sex? Title No. 501.
131p. 2mf. L2 ED 310 324

Abstracting

Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).
17p. 1mf. L1 ED 310 363

Abstracts

Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Academic Ability

Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability.
8p. 1mf. L1 ED 310 878

Academic Achievement

Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140

Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
54p. 1mf. L1 ED 311 027

Development of an Instrument To Assess Learning Strategies.
20p. 1mf. L1 ED 311 089

Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning.
7p. 1mf. L1 ED 310 735

Effects of Kindergarten Scheduling: A Summary of Research. Research Brief.
90p. 1mf. L2 ED 310 852

Health and Nutrition: Preconditions for Educational Achievement.
12p. 1mf. L1 ED 310 862

High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.
99p. 2mf. L1 ED 311 086

Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511

Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement.
16p. 1mf. L1 ED 310 500

Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
46p. 1mf. L1 ED 310 886

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
90p. 1mf. L1 ED 310 339

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.
19p. 1mf. L1 ED 311 053

What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

Academic Advising

Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
141p. 2mf. L1 ED 310 836

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Academic Aspiration

Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Academic Community

Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s.
46p. 1mf. L1 ED 310 439

Academic Education

Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267

Academic Failure

At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies.
66p. 1mf. L1 ED 310 860

Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131

Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Working with Adults Who Have Learning Disabilities. Project Upgrade.
97p. 2mf. L1 ED 310 237

Academic Freedom

Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666

Teaching Political Science in the Arab World.
22p. 1mf. L1 ED 310 952

Academic Libraries

Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
47p. 1mf. L1 ED 310 769

Academic Persistence

Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811

Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

Academic Records

Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
36p. 1mf. L3 ED 311 060

Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
20p. 1mf. L3 ED 311 090

Academic Standards

Model for Implementing a Knowledge-Based Curriculum in Teacher Education.
16p. 1mf. L1 ED 311 019

Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719

Access Courses (England)

Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Access to Education

American Indians in Graduate Education.
4p. 1mf. L1 ED 310 643

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.
307p. 4mf. L1 ED 310 712

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.
343p. 4mf. L1 ED 310 714

Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
15p. 1mf. L1 ED 310 711

Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717

Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Local Districts' Fiscal Contributions to Special Education in Texas.
19p. 1mf. L1 ED 310 556

Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
130p. 2mf. L1 ED 311 107

Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682

Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719

Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Access to Information

Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Accessibility (for Disabled)

Manual for Accessibility: Conference, Meeting, and Lodging Facilities . Revised.
54p. 1mf. L1 ED 310 606

Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Accident Prevention

Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition.
516p. 6mf. L2 ED 310 276

Accountability

Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement.
83p. 1mf. L1 ED 310 532

Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538

Accounting

Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
58p. 1mf. L2 ED 311 078

Accreditation (Institutions)

Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856

Model for Implementing a Knowledge-Based Curriculum in Teacher Education.
16p. 1mf. L1 ED 311 019

Accuracy

Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

Achievement Gains

Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629

Native Language Proficiency as a Predictor of LEP Students' Growth in English.
20p. 1mf. L1 ED 310 632

Achievement Rating

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

Achievement Tests

Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064

High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.
99p. 2mf. L1 ED 311 086

What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Acquired Immune Deficiency Syndrome

AIDS: A Statewide Survey of Students' Knowledge and Attitudes.
39p. 1mf. L1 ED 310 699

Drugs and AIDS: Getting the Message Out.
25p. 1mf. L1 ED 310 327

Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

HIV-Infected Patient and Family Social Support.
8p. 1mf. L1 ED 310 307

Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Action Research

Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects.
28p. 1mf. L1 ED 310 656

Adjustment (to Environment)

Early Secondary School Adjustment for At-Risk and Highest-Risk Students.
43p. 1mf. L1 ED 310 303

Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340

Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice.
17p. 1mf. L1 ED 311 017

Administrative Change

Study of Supervisory Priorities of First-Time High School Principals.
19p. 1mf. L1 ED 310 526

Study of the Change Efforts among First-Time High School Principals.
21p. 1mf. L1 ED 310 527

Administrative Organization

Administrative Reform and the Egyptian Ministry of Education.
35p. 1mf. L1 ED 310 483

Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

Administrative Policy

In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.
48p. 1mf. L1 ED 310 464

Infant Group Care Risks.
36p. 1mf. L1 ED 310 874

Administrative Principles

Cultural Orientations of First-Time High School Principals during Selection and Entry.
31p. 1mf. L1 ED 310 528

Administrative Problems

Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650

Administrator Attitudes

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455

Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516

Professional Development Schools: An Exploratory Approach.
14p. 1mf. L1 ED 311 021

Administrator Characteristics

Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument.
25p. 1mf. L1 ED 311 023

Administrator Education

Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553

Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
23p. 1mf. L1 ED 310 554

Improving the Preparation of School Administrators: An Agenda for Reform.
33p. 1mf. L1 ED 310 493

Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547

Use of the Assessment Center Method in Administrator Preparation Programs.
37p. 1mf. L1 ED 310 549

Administrator Effectiveness

Administrator Evaluation in the Small School District.
18p. 1mf. L1 ED 310 519

Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
96p. 1mf. L1 ED 311 133

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Cultural Orientations of First-Time High School Principals during Selection and Entry.
31p. 1mf. L1 ED 310 528

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.
15p. 1mf. L1 ED 310 552

Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497

Rolling Terrace: An Effective School under Adverse Conditions.
17p. 1mf. L1 ED 310 524

Study of the Change Efforts among First-Time High School Principals.
21p. 1mf. L1 ED 310 527

Administrator Evaluation

Administrator Evaluation in the Small School District.
18p. 1mf. L1 ED 310 519

Superintendent's Evaluation Process.
25p. 1mf. L1 ED 310 510

Administrator Guides

Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502

Administrator Qualifications

Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
23p. 1mf. L1 ED 310 554

How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547

Rolling Terrace: An Effective School under Adverse Conditions.
17p. 1mf. L1 ED 310 524

Administrator Responsibility

Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Empowering Teachers: The Key to School Based Reform.
10p. 1mf. L1 ED 311 004

Handbook of Marketing for Continuing Education.
543p. mf. L3 ED 310 665

Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042

Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Administrator Role

Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
17p. 1mf. L1 ED 310 534

Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement.
83p. 1mf. L1 ED 310 532

Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
22p. 1mf. L1 ED 310 533

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542

President's Role in Economic Development.
13p. 1mf. L1 ED 310 806

Administrator Selection

How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Use of the Assessment Center Method in Administrator Preparation Programs.
37p. 1mf. L1 ED 310 549

Administrators

Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498

Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Admiration

Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843

Admission Criteria

Study of the Impact of the Revised Educational Options Admissions Policy, 1987-88. Research Section Report.
33p. 1mf. L1 ED 310 350

Teachers for the 21st Century. Report of the Task Force on Teacher Education.
31p. 1mf. L1 ED 311 025

Adolescents

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848

Don't Let It Get Around. Title No. 503.
178p. 2mf. L2 ED 310 325

Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender.
36p. 1mf. L1 ED 311 059

Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Reaching Out: School-Based Community Service Programs.
91p. 1mf. L1 ED 310 499

Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Taking Chances with Sex. Title No. 502.
175p. 2mf. L2 ED 310 323

Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500.
25p. 1mf. L2 ED 310 322

Too Soon for Sex? Title No. 501.
131p. 2mf. L2 ED 310 324

Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment.
24p. 1mf. L1 ED 310 342

What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Adoption

Growing Up Alone: Children Waiting for Families.
51p. 1mf. L1 ED 310 838

Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Adult Basic Education

Adult Basic Education: Reading.
235p. mf. L3 ED 310 377

Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128

Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284

Working with Adults Who Have Learning Disabilities. Project Upgrade.
97p. 2mf. L1 ED 310 237

Adult Counseling

Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341

Adult Education

Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Educational Orientation of Nigerian Adult Learners.
16p. 1mf. L1 ED 310 229

Non-Traditional Students: Adults in Transition.
22p. 1mf. L1 ED 310 686

Adult Learning

Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Training Delivery Systems for Adult Learners. A Bibliography.
44p. 1mf. L1 ED 310 246

Adult Literacy

Adult Basic Education: Reading.
235p. mf. L3 ED 310 377

Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270

Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284

Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288

Adult Programs

Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

Adult Reading Programs

Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

Adult Students

Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Cooperative and Workplace Learning Approaches.
11p. 1mf. L1 ED 310 657

Critical Teaching Behaviors as Perceived by Adult Undergraduates.
25p. 1mf. L1 ED 311 015

Educational Orientation of Nigerian Adult Learners.
16p. 1mf. L1 ED 310 229

Adults

Adjustment of Adults to a Visual Impairment: Preliminary Findings.
8p. 1mf. L1 ED 310 572

Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.
31p. 1mf. L1 ED 310 312

Historical Study of Children's Heroes and Fantasy Play.
48p. 1mf. L1 ED 310 885

Advertising

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455

African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Handbook of Marketing for Continuing Education.
543p. mf. L3 ED 310 665

Intertextuality and Television Discourse: The Max Headroom Story.
27p. 1mf. L1 ED 310 462

Advertising Industry

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455

Advisor Role

Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
50p. 1mf. L1 ED 310 385

Advocacy

Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668

Higher Education Advocate. Volume VI, Number 1-12.
54p. 1mf. L1 ED 310 667

Aerospace Education

"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940

Discovery.
85p. 1mf. L1 ED 310 946

Aerospace Technology

"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940

On the Wings of a Dream: The Space Shuttle.
33p. 1mf. L1 ED 310 937

Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series.
171p. 2mf. L1 ED 310 941

Space Shuttle: The Renewed Promise.
29p. 1mf. L1 ED 310 935

Space Station Freedom. A Foothold on the Future.
49p. 1mf. L1 ED 310 939

Aesthetic Education

Domain of School Literature: A Framework for Assessment.
8p. 1mf. L1 ED 311 052

Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Aesthetic Reading

Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409

Affective Domain

Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093

Affective Measures

Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
37p. 1mf. L1 ED 310 446

Affective Objectives

Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093

Affirmative Action

Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.
19p. 1mf. L1 ED 311 044

Africa

Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Africa (West)

Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

African Culture

Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851

Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

After School Programs

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Age Differences

Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843

Longitudinal Study of Extremely Popular Children.
14p. 1mf. L1 ED 310 877

Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Agency Cooperation
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109
Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592

Agenda Setting
Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television.
51p. 1mf. L1 ED 310 440
Information Subsidy and Agenda-Building in Local Television News.
23p. 1mf. L1 ED 310 456

Aging (Individuals)
Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Aging in Academia
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
39p. 1mf. L1 ED 310 694

Agricultural Education
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230
Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.
155p. 2mf. L1 ED 310 251

Agriculture
Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

AIDS Related Complex
Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

Alaska
General History of Public School Finance in Alaska. Operating and Capital Costs.
47p. 1mf. L1 ED 310 482

Alberta
Social Studies 30. Grade 12 Diploma Examination.
32p. 1mf. L1 ED 310 951

Alcohol Abuse
Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.
14p. 1mf. L1 ED 310 308
Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072
Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Algebra
Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802.
128p. 2mf. L1 ED 310 925
Power of Algebra.
31p. 1mf. L1 ED 310 916

Alternative Conceptions
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

American Indian Culture
Cherokees.
33p. 1mf. L1 ED 310 898
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

American Indian Education
American Indians in Graduate Education.
4p. 1mf. L1 ED 310 643
Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889

American Indian History
Cherokees.
33p. 1mf. L1 ED 310 898
Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago.
295p. mf. L3 ED 310 895
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395

American Indian Literature
Cherokees.
33p. 1mf. L1 ED 310 898
Vision of the Spokane Prophet. Council 108.
39p. 1mf. L2 ED 310 899

American Indian Studies
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

American Indians
American Indians in Graduate Education.
4p. 1mf. L1 ED 310 643
Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961
Indians and Public Opinion in the Age of Reform: The Case of the Poncas.
39p. 1mf. L1 ED 310 394

Anaphora
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355

Animals
Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Animation
Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
18p. 1mf. L1 ED 310 429

Annotated Bibliographies
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Annotation Exchange System
Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).
17p. 1mf. L1 ED 310 363

Answer Keys
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928

Anxiety
Competitive Stress in Athletes: Determinants and Impact on Performance.
32p. 1mf. L1 ED 311 030
Predicting Individual Differences in School Anxiety in Early Adolescence.
21p. 1mf. L1 ED 310 884

Apostolic Service Activities
Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Appalachia
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Appalachian Literature
Appalachian Childhood.
41p. 1mf. L1 ED 310 896
Black Appalachians.
33p. 1mf. L1 ED 310 897

Appalachian People
Appalachian Childhood.
41p. 1mf. L1 ED 310 896
Black Appalachians.
33p. 1mf. L1 ED 310 897
Cherokees.
33p. 1mf. L1 ED 310 898

Apple II
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Applied Communication
Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291

Applied Linguistics
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
47p. 1mf. L1 ED 310 633

Applied Music
Elementary Music: Curriculum Guide, 1989.
381p. 4mf. L1 ED 310 958

Arab Gulf States
Flow of Foreign News into Six Arab Gulf Newspapers.
33p. 1mf. L1 ED 310 389

Arapahoe Community College CO
Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
63p. 1mf. L1 ED 310 830

Arbitration
Toward an Ethics of Communication.
30p. 1mf. L1 ED 310 427

Aristotle
Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
10p. 1mf. L1 ED 310 469

Arithmetic
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.
11p. 1mf. L1 ED 310 920

Arizona State University
Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042

Arkansas
School Improvement in Arkansas.
8p. 1mf. L1 ED 310 902

Armed Forces
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980

Army
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.
71p. 1mf. L1 ED 310 252

Art Criticism
Cultural and Intellectual Foundations of 20th Century American Photography.
70p. 1mf. L1 ED 310 474

Art Education
Art 7 & 8: Teacher Guide.
42p. 1mf. L1 ED 310 964
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Art History
Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988).
48p. 1mf. L2 ED 310 778

Art In Education
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Articulation (Education)
Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.
72p. 1mf. L1 ED 310 804

Artificial Intelligence
Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Artists
Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Asia
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
9p. 1mf. L1 ED 311 000

Asian Americans
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

Asian Culture
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125

Asian Studies
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
9p. 1mf. L1 ED 311 000

Assessment Centers (Personnel)
Introduction to the Assessment Center Method.
26p. 1mf. L1 ED 310 545
Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547
Use of the Assessment Center Method in Administrator Preparation Programs.
37p. 1mf. L1 ED 310 549

Assessment Instruments
Domain of School Literature: A Framework for Assessment.
8p. 1mf. L1 ED 311 052
Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Assistive Devices (for Disabled)
Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611
Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570
Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Associate Degrees
Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Associate Read and Connect Method
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816

Astronomy
Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

Athletes
Competitive Stress in Athletes: Determinants and Impact on Performance.
32p. 1mf. L1 ED 311 030

Atkins Life Skills Series
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268

Attendance
Correlational Study of Attendance and Gain Scores Using the Gates-MacGinitie Reading Tests.
22p. 1mf. L1 ED 310 380
Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Attitude Change
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance.
5p. 1mf. L1 ED 310 231
Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning.
7p. 1mf. L1 ED 310 735
Information Search Process of High, Middle, and Low Achieving High School Seniors.
23p. 1mf. L1 ED 310 787
Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement.
29p. 1mf. L1 ED 310 900
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760

Attrition (Research Studies)
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
39p. 1mf. L1 ED 310 694

Audience Analysis
Network Rerun Viewing in the Age of New Programming Services.
31p. 1mf. L1 ED 310 461

Audience Awareness
Guide to Developing Communication across the Curriculum.
86p. 1mf. L1 ED 311 041
Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.
22p. 1mf. L1 ED 310 364

Audience Response
Activating, Measuring and Manipulating Interest in an Artistic Event: An Initial Interest Modification Model.
34p. 1mf. L1 ED 310 437
Audience Selectivity and Involvement.
19p. 1mf. L1 ED 310 436
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
23p. 1mf. L1 ED 310 382
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416
Television Autobiographies: The Audience Speaks for Itself.
34p. 1mf. L1 ED 310 434

Audiovisual Aids
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736
Selection of Audiovisual Materials on Disabilities.
11p. 1mf. L1 ED 310 745
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Auditory Tests
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441.
26p. 1mf. L1 ED 310 586

Audits (Verification)
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Augmentative Communication Systems
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Aural Learning
"Watson-Barker Listening Test" for High School Students.
17p. 1mf. L1 ED 310 468

Austin Independent School District TX
Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064
ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063
Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Australasia
Institutional Support and Rewards for Academic Staff Involved in Distance Education.
58p. 1mf. L1 ED 310 757

Australia (Queensland)
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866
Teachers Initiating Change towards More Flexible Curriculum Practices.
18p. 1mf. L1 ED 310 864

Authoring Aids (Programing)
Using UTAH PILOT To Teach Basic DIALOG Searching.
56p. 1mf. L1 ED 310 772

Auto Mechanics
Introduction to Automotive Service. Teacher Edition. Automotive Service Series.
1461p. 16mf. L2 ED 310 278

Automotive Services
Introduction to Automotive Service. Teacher Edition. Automotive Service Series.
1461p. 16mf. L2 ED 310 278

Bachelors Degrees
Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
36p. 1mf. L3 ED 311 060
Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
20p. 1mf. L3 ED 311 090

Background
Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
131p. 2mf. L1 ED 310 871

Ballet Dancers
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026

Bands (Music)
Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001

Basal Reading
Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354
New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

Basic Skills
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733

Basic Vocabulary
Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628

Basque
How Ergative Is Basque?
14p. 1mf. L2 ED 310 620

Battered Women
Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344

Becoming a Nation of Readers
Administrative Self-Analysis Checklist.
7p. 1mf. L1 ED 310 375

Beginning Principals
Cultural Orientations of First-Time High School Principals during Selection and Entry.
31p. 1mf. L1 ED 310 528

Beginning Reading
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603

Beginning Teacher Induction
Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029

Beginning Teachers
Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029

Beginning Writing
Social Class and Kindergarten Children's Confidence in Writing.
10p. 1mf. L2 ED 310 414

Behavior Disorders
Psychopathology and Incest: A DIPS Code Type Assessment.
30p. 1mf. L1 ED 310 313

Behavior Management
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587

Behavior Modification
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587

Behavior Patterns
Partners in Knowledge: Negotiating a Student-Teacher Relationship.
16p. 1mf. L1 ED 310 410

Behavior Problems
Intensity and Sequence of Parental Discipline in High-Risk Families.
10p. 1mf. L1 ED 310 849
Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students.
31p. 1mf. L1 ED 311 146
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

Belgium
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954

Beliefs
Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

Bernard van Leer Foundation (Netherlands)
Current Programme.
89p. 1mf. L1 ED 310 869

Berne Convention
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747

Bibliographic Databases
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789
What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Bicentennial
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980

Bilingual Education
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
74p. 1mf. L1 ED 310 630
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

Bilingual Education Programs
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639
Bilingual Pupil Services (B.P.S.), 1987-88.
44p. 1mf. L1 ED 310 640
Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635
Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
34p. 1mf. L1 ED 310 638
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629
Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969
Project RECURSO, 1987-1988.
27p. 1mf. L1 ED 310 636

Bilingual Instructional Materials
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889

Bilingual Students
Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623

Bilingual Teachers
Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623

Bilingualism
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629
Memory Organization in the Bilingual/Second Language Learner.
14p. 1mf. L2 ED 310 621

Biographies
Teaching with Biography.
16p. 1mf. L1 ED 310 372

Biological Impact
Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Biology
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Birds
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615

Black Colleges
Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

Black Community
Living Research: Oral History in the Black Community.
13p. 1mf. L1 ED 310 995

Black Culture
Black Appalachians.
33p. 1mf. L1 ED 310 897

Black Employment
Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Black History
Black Appalachians.
33p. 1mf. L1 ED 310 897
Living Research: Oral History in the Black Community.
13p. 1mf. L1 ED 310 995

Black Influences
Black Appalachians.
33p. 1mf. L1 ED 310 897

Black Students
Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821
Recruitment and Retention of Minority Students Entering Teacher Education.
7p. 1mf. L1 ED 311 043

Black Youth
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

Blacks
African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
78p. 1mf. L1 ED 310 855

Blindness
Adjustment of Adults to a Visual Impairment: Preliminary Findings.
8p. 1mf. L1 ED 310 572
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615
Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

Boards of Education
Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Bond Issues
Study of the Predictability of School District Bond Ratings.
25p. 1mf. L1 ED 310 481

Brain Hemisphere Functions
Annotated Bibliography of Literature Dealing with Brain Functions and Brain Growth.
33p. 1mf. L1 ED 310 305
Right Brain Teaching Techniques with Elementary Learning Disabled Children.
127p. 2mf. L1 ED 310 614

Breakfast Programs
Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
54p. 1mf. L1 ED 311 027

Broadcast Industry
Beyond the Roper Report: Maintaining Goals To Educate (Not Train) Students.
14p. 1mf. L1 ED 310 465
Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.
27p. 1mf. L1 ED 310 453

(Continued)

Broadcast Industry *(Continued)*
Federal Communications Commission and the Fairness Doctrine: Public Interest Failure?
28p. 1mf. L1 ED 310 431

Broadcast Licensing
In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.
48p. 1mf. L1 ED 310 464

Budgeting
Business Management for Independent Schools. Third Edition.
145p. 2mf. L2 ED 310 495
Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650
Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
21p. 1mf. L1 ED 310 648

Building Design
Manual for Accessibility: Conference, Meeting, and Lodging Facilities . Revised.
54p. 1mf. L1 ED 310 606

Bureaucracy
Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846

Business Communication
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
21p. 1mf. L1 ED 310 432

Business Education
Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750

Butler University IN
Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
23p. 1mf. L1 ED 310 554

Cable Television
Cable, The First Amendment, and the Future: A Time To Change Course.
30p. 1mf. L1 ED 310 435
Channel Diversity in Cable Television.
25p. 1mf. L1 ED 310 457

California
Approaches to Meeting the 50% Law Requirement.
37p. 1mf. L1 ED 310 801
Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve.
61p. 1mf. L2 ED 310 625
Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496
Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
141p. 2mf. L1 ED 310 836

California (Oakland)
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098

California Academic Partnership Program
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects.
21p. 1mf. L1 ED 310 923

California State University Fullerton
Interactive Videodisc at California State University, Fullerton.
9p. 1mf. L1 ED 310 756

California State University Los Angeles
Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Cambodians
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124

Canada
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626
Cost of Small Schools.
13p. 1mf. L1 ED 310 505
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada.
136p. 2mf. L1 ED 310 451
Gender and Decision-Making among Canadian Public Relations Practitioners.
27p. 1mf. L1 ED 310 467
Government Planning and Decision-Making in Education and Other Social Policy Fields.
18p. 1mf. L1 ED 310 507
Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241
Why Change Our Service Delivery in Special Education?
11p. 1mf. L1 ED 310 574

Canada Natives
Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961
Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.
187p. 2mf. L1 ED 310 888

Career Change
Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.
46p. 1mf. L1 ED 310 642

Career Choice
Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135
Selecting an Organization: How College Graduates Choose a Job.
31p. 1mf. L2 ED 310 675
Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

Career Development
Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232

Career Education
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232

Career Exploration
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

Career Guidance
Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232

Career Ladders
Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
17p. 1mf. L1 ED 311 047
Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.
19p. 1mf. L1 ED 311 053

Careers
Teachers, Gender and Careers.
227p. mf. L3 ED 311 005

Caribbean
Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969

Carl D Perkins Vocational Education Act 198
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Case Records
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

Catalan
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes.
20p. 1mf. L1 ED 310 631

Cataloging
What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Catholic Bishops
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

Catholic Educators
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553

Catholic Schools
Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502
Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles.
23p. 1mf. L1 ED 310 991
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553
Private Schools of the United States, Volumes 1 and 2. 1988 Edition.
1298p. mf. L3 ED 310 539
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

Catholics
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

Cedar Rapids Community School District IA
Integrating and Applying the Successful Components for School Improvement.
20p. 1mf. L1 ED 310 518

Censorship
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
50p. 1mf. L1 ED 310 385

Census Figures
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.
68p. 1mf. L1 ED 310 309

Central Michigan University
Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.
14p. 1mf. L1 ED 310 308

Cerebral Palsy
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Cerritos Community College CA
Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Change
Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682
Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Change Strategies
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517
Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.
15p. 1mf. L1 ED 310 552
Improving the Preparation of School Administrators: An Agenda for Reform.
33p. 1mf. L1 ED 310 493
Interactive Videodisc at California State University, Fullerton.
9p. 1mf. L1 ED 310 756
Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853
Market Strategy Plan For Wayne County Community College. Volume 1.
68p. 1mf. L1 ED 310 807
North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891
Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497
Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation.
28p. 1mf. L1 ED 310 672
School Improvement in Arkansas.
8p. 1mf. L1 ED 310 902
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
27p. 1mf. L1 ED 310 492

Channel Diversity
Channel Diversity in Cable Television.
25p. 1mf. L1 ED 310 457

Characterization
Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Charts
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416

Cherokee (Tribe)
Cherokees.
33p. 1mf. L1 ED 310 898

Child Abuse
Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel.
12p. 1mf. L1 ED 310 588
Child Abuse and Neglect Program and Resource Manual.
133p. 2mf. L1 ED 310 310
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314
Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.
172p. 2mf. L1 ED 310 613

Child Abuse and Neglect Reporting
Child Abuse and Neglect Program and Resource Manual.
133p. 2mf. L1 ED 310 310

Child Care Legislation
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary.
31p. 1mf. L1 ED 310 842

Child Caregivers
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

Child Development
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
81p. 1mf. L1 ED 310 870
Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859
Current Programme.
89p. 1mf. L1 ED 310 869
Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847
School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Child Health
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
81p. 1mf. L1 ED 310 870
Current Programme.
89p. 1mf. L1 ED 310 869
Health and Nutrition: Preconditions for Educational Achievement.
12p. 1mf. L1 ED 310 862

Child Neglect
Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel.
12p. 1mf. L1 ED 310 588
Child Abuse and Neglect Program and Resource Manual.
133p. 2mf. L1 ED 310 310
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.
172p. 2mf. L1 ED 310 613

Child Rearing
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587
Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851
How Families Cope Successfully with a Handicapped Child: A Qualitative Study.
19p. 1mf. L1 ED 310 601
Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879

Child Welfare
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099
Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098
Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Childhood Interests
Appalachian Childhood.
41p. 1mf. L1 ED 310 896

Childhood Needs
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868
Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Children
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848
Growing Up Alone: Children Waiting for Families.
51p. 1mf. L1 ED 310 838

Childrens Television
Television Autobiographies: The Audience Speaks for Itself.
34p. 1mf. L1 ED 310 434

Childrens Writing
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404
Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Chile
Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754
Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
14p. 1mf. L1 ED 310 758

China
Higher Education Research in China. An Annotated Bibliography. R.I.H.E. International Publication Series No. 2.
134p. 2mf. L2 ED 310 680

Chinese
Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French).
104p. 2mf. L1 ED 310 617

Choreography
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024

Chronic Illness
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Citizenship Education
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105
Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
124p. 2mf. L1 ED 310 956

Citizenship Responsibility
Excellence in Social Studies Education: The Foundation of Active Citizenship.
44p. 1mf. L1 ED 310 977
Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679

City University of New York
Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

Civics
Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984

Civil Liberties
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Civil Rights
Sexual Harassment: What's Good for the Goose Is Good For the Gander.
16p. 1mf. L1 ED 310 981
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986

Civil Rights Act 1964 Title VII
Sexual Harassment: What's Good for the Goose Is Good For the Gander.
16p. 1mf. L1 ED 310 981

Civil Rights Legislation
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109

Class Activities
Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
85p. 1mf. L1 ED 310 420
Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419
Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
78p. 1mf. L1 ED 310 855
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Class Organization
Strategies for Keeping Papers Organized.
4p. 1mf. L1 ED 310 349

Class Size
Financing Public School Facilities under the Maximum Class Size Requirements in Texas.
154p. 2mf. L1 ED 310 543
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
46p. 1mf. L1 ED 310 886

Classroom Communication
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
68p. 1mf. L1 ED 310 618
Classroom Discourse: Its Nature and Its Potential for Language Learning.
76p. 1mf. L1 ED 310 627
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes.
20p. 1mf. L1 ED 310 631
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Classroom Environment
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
8p. 1mf. L1 ED 310 360
Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes.
49p. 1mf. L2 ED 310 422
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629
Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Classroom Observation Techniques
Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children.
38p. 1mf. L1 ED 310 858
Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Classroom Research
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Classroom Techniques
Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
68p. 1mf. L1 ED 310 618
Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps.
10p. 1mf. L1 ED 310 569
Call for the End of Corporal Punishment in Schools.
15p. 1mf. L1 ED 310 522
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes.
20p. 1mf. L1 ED 310 631
Integration--How Can We Make It Work?
9p. 1mf. L1 ED 310 575
Right Brain Teaching Techniques with Elementary Learning Disabled Children.
127p. 2mf. L1 ED 310 614
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962

Cleaning
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
20p. 1mf. L1 ED 310 771
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Clearinghouses
How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services?
25p. 1mf. L1 ED 310 785
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement.
16p. 1mf. L1 ED 310 786
Special Education Resource System Guidelines. Revised.
38p. 1mf. L1 ED 310 589

Client Characteristics (Human Services)
Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068

Client Needs Assessment Instrument
Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068

Client Relations
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
21p. 1mf. L1 ED 310 432

Climate Control
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
20p. 1mf. L1 ED 310 771

Clothing Design
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
128p. 2mf. L1 ED 310 292

Clothing Instruction
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
128p. 2mf. L1 ED 310 292

Coal
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Coalitions
Corporate/Community Schools of America. Progres Report, 1988-89.
25p. 1mf. L1 ED 311 104
Corporate/Community Schools of America. Progress Report 1987-88.
31p. 1mf. L1 ED 311 103

Codes of Ethics
Comparative International Media Ethics: In Search of Universals.
71p. 1mf. L2 ED 310 442

Cognitive Mapping
New Model of Concept Teaching and Learning.
27p. 1mf. L1 ED 311 032

Cognitive Processes
Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
37p. 1mf. L1 ED 310 446
Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education.
20p. 1mf. L1 ED 311 010
To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763
When is a Schema not a Schema? The Case of Gender Schema.
21p. 1mf. L1 ED 310 844

Cognitive Structures
When is a Schema not a Schema? The Case of Gender Schema.
21p. 1mf. L1 ED 310 844

Cognitive Style
Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927
Comparison of Learning Styles in Traditional and Non-Traditional Students.
15p. 1mf. L1 ED 310 671
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
8p. 1mf. L1 ED 310 360
Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.
187p. 2mf. L1 ED 310 888
Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College.
58p. 1mf. L1 ED 310 378
Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation.
28p. 1mf. L1 ED 310 672

Cohesion (Written Composition)
Discourse Analysis: Part I, Information Management and Cohesion.
59p. 1mf. L1 ED 310 383
Discourse Analysis: Part II, A Comparison of Published Writing in Three Disciplines.
47p. 1mf. L1 ED 310 384

Collaborative Learning
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
4p. 1mf. L1 ED 311 120

Collaborative Writing
Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Collective Bargaining
Development and Implementation of a Collective Gaining Model in Teacher Negotiations.
36p. 1mf. L1 ED 310 509

College Administration
Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650
Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
21p. 1mf. L1 ED 310 648
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4.
33p. 1mf. L1 ED 310 651

College Admission
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235
Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
102p. 2mf. L1 ED 310 690
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.
27p. 1mf. L1 ED 310 669

College Applicants
Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702
Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
102p. 2mf. L1 ED 310 690
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689

College Bound Students
Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

College Choice
Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.
307p. 4mf. L1 ED 310 712
Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713
Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715
Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.
343p. 4mf. L1 ED 310 714
Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
5p. 1mf. L1 ED 310 718
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

College Costs
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

College Curriculum
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada.
136p. 2mf. L1 ED 310 451
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736
Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658
Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects.
28p. 1mf. L1 ED 310 656

College Entrance Examinations
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689
Why Do Students Repeat Admissions Tests?
10p. 1mf. L1 ED 311 058

College Environment
Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664
Relating to Each Other. A Questionnaire for Students.
5p. 1mf. L1 ED 310 687

College Faculty
Beyond the Ivory Tower: College and University Partnerships with Business.
15p. 1mf. L1 ED 310 692
Campus Trends, 1989. Higher Education Panel Report No. 78.
84p. 1mf. L1 ED 310 700
Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model.
39p. 1mf. L1 ED 310 694
Oregon Office of Community College Services: Profile, 1987-88.
129p. 2mf. L1 ED 310 827

College Freshmen
Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664
Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067
Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College.
58p. 1mf. L1 ED 310 378

College Graduates
Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455
Completions Supplement, Massachusetts Public Higher Education, 1986-87.
173p. 2mf. L1 ED 310 659
Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340
Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676
Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
36p. 1mf. L3 ED 311 060
Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
20p. 1mf. L3 ED 311 090
Selecting an Organization: How College Graduates Choose a Job.
31p. 1mf. L2 ED 310 675
Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

College Libraries
Collection Development Policies for the RWC Learning Resources Center.
63p. 1mf. L1 ED 310 782

College Mathematics
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
19p. 1mf. L1 ED 310 919

College Planning
Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799
Handbook of Marketing for Continuing Education.
543p. mf. L3 ED 310 665
Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650
Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
21p. 1mf. L1 ED 310 648
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.
28p. 1mf. L1 ED 310 652

College Preparation
Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719

College Presidents
President's Role in Economic Development.
13p. 1mf. L1 ED 310 806

College Programs
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance.
5p. 1mf. L1 ED 310 231
On Campus: Integrating the University Environment.
9p. 1mf. L1 ED 310 568
Opportunity 1992. College Courses and the Single European Market.
7p. 1mf. L1 ED 310 279

College Role
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704
Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

College School Cooperation
Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553
Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042
Professional Development Schools: An Exploratory Approach.
14p. 1mf. L1 ED 311 021
Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514

College Science
Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

College Students
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256
Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701
Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843
Non-Traditional Students: Adults in Transition.
22p. 1mf. L1 ED 310 686
TV Entertainment, News, and Racial Perceptions of College Students.
50p. 1mf. L1 ED 310 477

College Transfer Students
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.
72p. 1mf. L1 ED 310 804

Collegiality
Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
27p. 1mf. L1 ED 310 492

Color
Art 7 & 8: Teacher Guide.
42p. 1mf. L1 ED 310 964
Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728

Colorado
Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement.
16p. 1mf. L1 ED 310 500

Columbus (Christopher)
Christopher Columbus: The Hero and the Historians.
22p. 1mf. L1 ED 310 974
Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Commercial Television
Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect?
32p. 1mf. L1 ED 310 430
Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754
Information Subsidy and Agenda-Building in Local Television News.
23p. 1mf. L1 ED 310 456
Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
14p. 1mf. L1 ED 310 758

Committee Chairs
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Common Core of Data Program
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540
Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Communicable Diseases
Infant Group Care Risks.
36p. 1mf. L1 ED 310 874

Communication (Thought Transfer)
Toward an Ethics of Communication.
30p. 1mf. L1 ED 310 427
Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
30p. 1mf. L1 ED 310 433

Communication Aids (for Disabled)
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596
Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570
Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604

Communication Disorders
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596
Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
174p. 2mf. L1 ED 310 608

Communication Law
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445

Communication Patterns
Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476

Communication Skills
Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults.
8p. 1mf. L1 ED 310 566
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596
Guide to Developing Communication across the Curriculum.
86p. 1mf. L1 ED 311 041
Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291
Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class.
19p. 1mf. L1 ED 310 473
Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed.
14p. 1mf. L1 ED 310 577

Communication Strategies
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Communications Satellites
Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748

Communicative Competence (Languages)
Classroom Discourse: Its Nature and Its Potential for Language Learning.
76p. 1mf. L1 ED 310 627

Communism
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Community Action
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097
Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
122p. 2mf. L1 ED 311 110

Community Attitudes
Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement.
29p. 1mf. L1 ED 310 900

Community Characteristics
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.
30p. 1mf. L1 ED 310 873
Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Community College of Philadelphia PA
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Community Colleges
Portfolio of Community College Initiatives in Rural Economic Development.
124p. 2mf. L1 ED 310 901
Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662
Redefining the Community College for the Year 2000.
16p. 1mf. L1 ED 310 802

Community Development
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
81p. 1mf. L1 ED 310 870
Current Programme.
89p. 1mf. L1 ED 310 869
Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985.
32p. 1mf. L2 ED 310 707

Community Education
Drugs and AIDS: Getting the Message Out.
25p. 1mf. L1 ED 310 327
Outreach College. Design and Implementation.
126p. 2mf. L1 ED 310 245

Community Information Services
Public Library Information and Referral Project: Phase I, Survey.
120p. 2mf. L1 ED 310 775

Community Involvement
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866
Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516
Outreach College. Design and Implementation.
126p. 2mf. L1 ED 310 245

Community Organizations
Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago.
295p. mf. L3 ED 310 895
Culture of Organizations: A Set of Learning Activities for Community Leaders.
52p. 1mf. L1 ED 310 976
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911

Community Programs
Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI.
76p. 1mf. L1 ED 310 790

Community Role
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

Community Services
Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948
Enterprise Foundation.
15p. 1mf. L2 ED 311 143
Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484
Reaching Out: School-Based Community Service Programs.
91p. 1mf. L1 ED 310 499
Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Commuting Students
Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

Comparative Analysis
Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

Compatibility (Information)
Relating Disparate Computer Training Task Data Files.
7p. 1mf. L1 ED 310 744

Compensatory Education
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140

Competency Based Education
Continuing Professional Development for LEA Staff. FEU Bulletin No. 1.
7p. 1mf. L1 ED 310 272
Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277
Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275

Competency Based Teacher Education
P.L. 99-457 and Teacher Education: Are We Ready?
9p. 1mf. L1 ED 310 600

Competition
Competitive Stress in Athletes: Determinants and Impact on Performance.
32p. 1mf. L1 ED 311 030

Compliance (Legal)
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129
Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Compliance (Psychology)
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470
Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879

Composition Theory
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Comprehension
Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Compulsory Education
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Computer Assisted Instruction
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733
Computer Conferencing in Distance Education.
26p. 1mf. L1 ED 310 734
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
19p. 1mf. L1 ED 310 919
Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning.
7p. 1mf. L1 ED 310 735
Electronic Learning Centers. Grades 1-3.
112p. 2mf. L1 ED 310 755
Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737
Faculty Use of Interactive Media Technology.
11p. 1mf. L1 ED 310 815
Five-Year Technology Plan. Educational Planning Center.
47p. 1mf. L1 ED 310 738
Guided Practice: Use of Low-Cost Networking.
35p. 1mf. L1 ED 310 784
Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
32p. 1mf. L1 ED 310 741
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732
Relating Disparate Computer Training Task Data Files.
7p. 1mf. L1 ED 310 744
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760
To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763
Using Information Technology To Create New Educational Situations.
20p. 1mf. L1 ED 310 793
Using UTAH PILOT To Teach Basic DIALOG Searching.
56p. 1mf. L1 ED 310 772
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Computer Graphics
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024
Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Computer Literacy
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Computer Managed Instruction
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733
Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Computer Networks
Computer Networking in Japanese Education Today. AVE in Japan No. 27.
37p. 1mf. L1 ED 310 751
Guided Practice: Use of Low-Cost Networking.
35p. 1mf. L1 ED 310 784

Computer Peripherals
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Computer Printers
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Computer Science Education
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Computer Simulation
Computerized Decision-Making Training Effects on Social Studies Lesson Planning.
28p. 1mf. L1 ED 310 978
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Computer Software
Electronic Learning Centers. Grades 1-3.
112p. 2mf. L1 ED 310 755
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747
Relating Disparate Computer Training Task Data Files.
7p. 1mf. L1 ED 310 744
Special Education Software Center. Final Report.
88p. 1mf. L1 ED 310 591
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889

Computer Software Reviews
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750

Computer System Design
Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
154p. 2mf. L1 ED 310 660
Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Computer Terminals
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Computer Uses in Education
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
4p. 1mf. L1 ED 311 120
Five-Year Technology Plan. Educational Planning Center.
47p. 1mf. L1 ED 310 738
ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066

Computers
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
124p. 2mf. L1 ED 310 956
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

Computers Equity
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720

Concept Formation
New Model of Concept Teaching and Learning.
27p. 1mf. L1 ED 311 032
Poor Concept Formation in Mathematics: A Diagnostic Perspective.
82p. 1mf. L1 ED 310 926

Concept Mapping
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Conceptual Frameworks
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Concerns Analysis
Concerns of Student Teachers: Development during the Pre-Service Period.
9p. 1mf. L1 ED 311 011

Confidential Records
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .
20p. 1mf. L1 ED 310 749

Conflict
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
21p. 1mf. L1 ED 310 432
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848
Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
14p. 1mf. L1 ED 310 740
Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879
Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Conflict Management
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848

Conflict Resolution
Development and Implementation of a Collective Gaining Model in Teacher Negotiations.
36p. 1mf. L1 ED 310 509
Congruence (Psychology)
Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340
Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295
Trait Distinctiveness in the Ideal-Self Concept.
29p. 1mf. L1 ED 310 318
Connecticut
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683
Conservation (Environment)
Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274
Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250
Conservation Education
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911
Conservatism
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445
Consonants
Variation in Second Language Phonology.
14p. 1mf. L2 ED 310 622
Constitutional History
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986
Constitutional Law
Some Second Thoughts about "Hustler v. Falwell."
38p. 1mf. L1 ED 310 392
Constitutions
Constitutional Provisions on the Press: A World View.
26p. 1mf. L1 ED 310 387
Construct Validity
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender.
36p. 1mf. L1 ED 311 059
Construction (Process)
Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition.
57p. 1mf. L1 ED 310 947
Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275
Constructivism
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914
Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358
Consumer Magazines
Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444
Content Analysis
Improving Textbook Usability. Final Report.
230p. 3mf. L1 ED 310 585
Content Area Reading
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356
Reaching Out to All Students: The Integrated English Approach.
15p. 1mf. L2 ED 310 413
Reading Treasures. Phase I and Phase II.
172p. 2mf. L1 ED 310 366
Content Area Teaching
Classroom Discourse: Its Nature and Its Potential for Language Learning.
76p. 1mf. L1 ED 310 627
Content Area Writing
Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425
Content Validity
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075
Context Effect
Contextual Constraints and Children's Friendship Relations.
24p. 1mf. L1 ED 310 848
Contextualized Apprenticeship Model
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
22p. 1mf. L1 ED 311 033
Continuation Students
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592
Continuing Education
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234
Handbook of Marketing for Continuing Education.
543p. mf. L3 ED 310 665
Non-Traditional Students: Adults in Transition.
22p. 1mf. L1 ED 310 686
Continuing Library Education Network and Ex
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report.
106p. 2mf. L1 ED 310 774
Contraception
Taking Chances with Sex. Title No. 502.
175p. 2mf. L2 ED 310 323
Contracts
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747
Conventional Instruction
Comparison of Learning Styles in Traditional and Non-Traditional Students.
15p. 1mf. L1 ED 310 671
Cook Islands
Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials.
9p. 1mf. L1 ED 310 992
Cooperating Teachers
Critical Issues for Intern Teachers during the Clinical Experience.
24p. 1mf. L1 ED 311 008
Cooperation
Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691
Encouraging School Staff To Collaborate for Instructional Effectiveness.
39p. 1mf. L1 ED 310 557
Partnerships That Work!
108p. 2mf. L1 ED 310 485
Cooperative Education
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267
Making a Difference: An Employer's Handbook on Hiring People with Disabilities.
24p. 1mf. L1 ED 310 579
Cooperative Learning
Cooperative and Workplace Learning Approaches.
11p. 1mf. L1 ED 310 657
Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411
Teaching and Learning with Computers! A Method for American Indian Bilingual Classrooms.
17p. 1mf. L1 ED 310 889
Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401
Cooperative Planning
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773
Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777
Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724
Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525
Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514
Cooperative Programs
Business/Industry/Education Linkages. A Bibliography Update.
13p. 1mf. L1 ED 310 248
Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488
Geography Internships: First, the Good News.
12p. 1mf. L1 ED 310 985
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966
Partnerships That Work!
108p. 2mf. L1 ED 310 485
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098
Coordination
Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488
Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525
Coordinators
Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042
Coping
Adjustment of Adults to a Visual Impairment: Preliminary Findings.
8p. 1mf. L1 ED 310 572
How Families Cope Successfully with a Handicapped Child: A Qualitative Study.
19p. 1mf. L1 ED 310 601
Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494
Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
70p. 1mf. L1 ED 311 012
Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
15p. 1mf. L1 ED 310 578
Copyrights
Critical Perspectives on the History and Philosophy of Copyright.
40p. 1mf. L1 ED 310 438
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747
Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748
Corporal Punishment
Call for the End of Corporal Punishment in Schools.
15p. 1mf. L1 ED 310 522
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535
Corporate Community Schools of America
Corporate/Community Schools of America, Progress Report 1987-88.
31p. 1mf. L1 ED 311 103
Corporate/Community Schools of America, Progres Report, 1988-89.
25p. 1mf. L1 ED 311 104
Corporate Support
Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856
Correctional Education
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268
Correctional Institutions
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.
68p. 1mf. L1 ED 310 309
Correctional Rehabilitation
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592
Correlation
Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
13p. 1mf. L1 ED 311 070
Cost Effectiveness
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789
Cost of Small Schools.
13p. 1mf. L1 ED 310 505
Distance Education.
91p. 1mf. L2 ED 310 753
How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services?
25p. 1mf. L1 ED 310 785
New Life-Style for Persons with Severe Disabilities: Supported Independence.
11p. 1mf. L1 ED 310 563
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732
RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731
Cost Estimates
Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512
Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544
Cost Indexes
Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544
Council for American Private Education Scho
Private Schools of the United States, Volumes 1 and 2. 1988 Edition.
1298p. mf. L3 ED 310 539
Counseling
Non-Human Loss in Rural Areas.
9p. 1mf. L1 ED 310 910
Counseling Effectiveness
Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana.
15p. 1mf. L1 ED 310 335
Counseling Techniques
Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana.
15p. 1mf. L1 ED 310 335
County Officials
Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
27p. 1mf. L1 ED 310 260
County Programs
Economic Development: A Rural Perspective. Issues in Training and Employment.
20p. 1mf. L1 ED 310 263
Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261
What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
15p. 1mf. L1 ED 310 262
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264
Course Content
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979
Course Integrated Library Instruction
Information Search Process of High, Middle, and Low Achieving High School Seniors.
23p. 1mf. L1 ED 310 787
Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724
Course Objectives
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979
Course Selection (Students)
Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658
Courseware
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760
To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763
Using Information Technology To Create New Educational Situations.
20p. 1mf. L1 ED 310 793
Court Judges
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445
Court Litigation
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper.
9p. 1mf. L1 ED 310 548
Some Second Thoughts about "Hustler v. Falwell."
38p. 1mf. L1 ED 310 392
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act.
43p. 1mf. L1 ED 310 448
Court Role
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445
Creative Thinking
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962
Creative Writing
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404
Creative Writing in America: Theory and Pedagogy.
275p. 3mf. L1 ED 310 417
Creativity
Appropriate Curriculum for Full-Time Kindergarten.
11p. 1mf. L1 ED 310 845
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026
Credibility
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
23p. 1mf. L1 ED 310 382
Cree
Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.
187p. 2mf. L1 ED 310 888
Cree (Tribe)
Identification of Learning Styles Existent among Students Attending School in Selected Northeastern Manitoba Communities.
187p. 2mf. L1 ED 310 888
Crime Prevention
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536
Criterion Referenced Tests
Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064
Critical Thinking
Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754
Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
124p. 2mf. L1 ED 310 956
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
22p. 1mf. L1 ED 311 033
Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
14p. 1mf. L1 ED 310 758
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
13p. 1mf. L1 ED 310 421
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972
Cross Cultural Studies
Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New.
91p. 1mf. L1 ED 310 950
Socio-Semiotic Way of Looking at Cross-Cultural Lexicology.
11p. 1mf. L1 ED 310 794
Tracking System and the Informal Education in Japan.
43p. 1mf. L1 ED 310 515
Cross Cultural Training
Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125
Cultural Awareness
Cultural Orientations of First-Time High School Principals during Selection and Entry.
31p. 1mf. L1 ED 310 528
Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New.
91p. 1mf. L1 ED 310 950
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125
Cultural Background
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.
6p. 1mf. L1 ED 310 994
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967
Cultural Context
Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination?
29p. 1mf. L1 ED 310 449
Cultural Differences
Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294
Cultural Literacy Shock: A Drama in Three Acts.
17p. 1mf. L1 ED 310 400
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395
Cultural Education
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.
6p. 1mf. L1 ED 310 994
Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967
Cultural Exchange
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
27p. 1mf. L1 ED 310 949
Cultural Interrelationships
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967
Cultural Journalism
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395
Cultural Literacy
Cultural Literacy Shock: A Drama in Three Acts.
17p. 1mf. L1 ED 310 400
Cultural Pluralism
Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102
Cultural Preservation
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
27p. 1mf. L1 ED 310 949
Culture Conflict
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395
Current Population Survey
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
105p. 2mf. L1 ED 310 240
Curriculum Design
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.
6p. 1mf. L1 ED 310 994
Dimensions and Variables of Curricular Design for Communication Schools in Latin America.
16p. 1mf. L1 ED 310 454
Model for Implementing a Knowledge-Based Curriculum in Teacher Education.
16p. 1mf. L1 ED 311 019
Curriculum Development
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa.
6p. 1mf. L1 ED 310 994
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training.
75p. 1mf. L1 ED 310 236
Continuing Professional Development for LEA Staff. FEU Bulletin No. 1.
7p. 1mf. L1 ED 310 272
Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.
29p. 1mf. L1 ED 310 530
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773
Dimensions and Variables of Curricular Design for Communication Schools in Latin America.
16p. 1mf. L1 ED 310 454
Ecological Inventories and Curriculum Development for Special Education in Developing Countries.
11p. 1mf. L1 ED 310 564
Excellence in Social Studies Education: The Foundation of Active Citizenship.
44p. 1mf. L1 ED 310 977
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125
Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101
Guide to Developing Communication across the Curriculum.
86p. 1mf. L1 ED 311 041
How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?
17p. 1mf. L1 ED 310 487
Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880
Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634
Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777
Opportunity 1992. College Courses and the Single European Market.
7p. 1mf. L1 ED 310 279
Reading Treasures. Phase I and Phase II.
172p. 2mf. L1 ED 310 366
Teachers Initiating Change towards More Flexible Curriculum Practices.
18p. 1mf. L1 ED 310 864
Curriculum Enrichment
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
9p. 1mf. L1 ED 311 000
Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
47p. 1mf. L1 ED 310 769
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736
Excellence in Social Studies Education: The Foundation of Active Citizenship.
44p. 1mf. L1 ED 310 977
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126
To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763
Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
158p. 2mf. L2 ED 310 764
Curriculum Evaluation
Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291
Tailored Educational Evaluation Program.
209p. 3mf. L1 ED 311 091
Curriculum Guides
How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?
17p. 1mf. L1 ED 310 487
Curriculum Problems
Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832
Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development.
40p. 1mf. L1 ED 310 516
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148
Curriculum Research
How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?
17p. 1mf. L1 ED 310 487
Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects.
28p. 1mf. L1 ED 310 656
Daily Living Skills
Enterprise Foundation.
15p. 1mf. L2 ED 311 143
Dairy Farmers
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230
Dance
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026
Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960
Data Based Instruction
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students.
11p. 1mf. L1 ED 310 565

Data Based Program Development
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference. 18p. 1mf. L1 ED 310 560

Data Collection
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection. 154p. 2mf. L1 ED 310 663
Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability. 58p. 1mf. L2 ED 311 078
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts. 34p. 1mf. L2 ED 311 081
Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts. 62p. 1mf. L2 ED 311 080
How and Why To Place A Computer in Your Nursing Home. 22p. 1mf. L1 ED 310 298
Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts. 14p. 1mf. L2 ED 311 085
State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts. 20p. 1mf. L2 ED 311 084
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989. 5p. 1mf. L1 ED 310 833
Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts. 48p. 1mf. L2 ED 311 079

Data Files
School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts. 78p. 1mf. L2 ED 311 082
State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts. 20p. 1mf. L2 ED 311 084

Data Interpretation
Messages as Experimental Stimuli: Design, Analysis, and Inference. 23p. 1mf. L1 ED 310 452
Misused Statistics: Straight Talk for Twisted Numbers. 237p. mf. L3 ED 311 057

Database Management Systems
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988). 51p. 1mf. L1 ED 310 783
Five-Year Technology Plan. Educational Planning Center. 47p. 1mf. L1 ED 310 738

Databases
Access Points to ERIC: An Update. ERIC Digest. 7p. 1mf. L1 ED 310 780
Access to Current Information Online. 27p. 1mf. L1 ED 310 796
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports. 16p. 1mf. L1 ED 310 781
CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series. 27p. 1mf. L1 ED 310 797
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection. 154p. 2mf. L1 ED 310 663
Computer Networking in Japanese Education Today. AVE in Japan No. 27. 37p. 1mf. L1 ED 310 751
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts. 34p. 1mf. L2 ED 311 081
Establishing a Longitudinal Student Tracking System: An Implementation Handbook. 154p. 2mf. L1 ED 310 660
Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts. 62p. 1mf. L2 ED 311 080
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement. 16p. 1mf. L1 ED 310 786
Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts. 14p. 1mf. L2 ED 311 085
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25. 43p. 1mf. L1 ED 310 792
School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts. 78p. 1mf. L2 ED 311 082
Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts. 48p. 1mf. L2 ED 311 079

Day Care
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments. 30p. 1mf. L1 ED 310 873
Child Care: Selected Bibliography. Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives. 157p. 2mf. L1 ED 310 872
Child-Rearing Practices of Parents with Home and Day Care Children. 23p. 1mf. L1 ED 310 867
Infant Group Care Risks. 36p. 1mf. L1 ED 310 874
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary. 31p. 1mf. L1 ED 310 842

Day Care Centers
Child Care: Selected Bibliography. Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives. 157p. 2mf. L1 ED 310 872
Learning Together: A National Directory of Teen Parenting and Child Care Programs. 197p. 3mf. L2 ED 310 484

Deaf Blind
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129. 21p. 1mf. L1 ED 310 587
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students. 11p. 1mf. L1 ED 310 565

Deafness
Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults. 8p. 1mf. L1 ED 310 566
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479. 51p. 1mf. L1 ED 310 355

Decentralization
Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management. 22p. 1mf. L1 ED 310 533

Decision Conflict Model
Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model. 45p. 1mf. L1 ED 310 336

Decision Making
Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia. 14p. 1mf. L1 ED 310 882
Decision Making: An Overlooked Basic Skill. 7p. 1mf. L1 ED 310 971
Don't Let It Get Around. Title No. 503. 178p. 2mf. L2 ED 310 325
Empowering Teachers: The Key to School Based Reform. 10p. 1mf. L1 ED 311 004
Gender and Decision-Making among Canadian Public Relations Practitioners. 27p. 1mf. L1 ED 310 467
Job and Career Expectations of Graduating College Students. 22p. 1mf. L2 ED 310 676
Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 36p. 1mf. L1 ED 311 018
Overview of U.S. Telecommunications Policy, 1980-1988. 13p. 1mf. L1 ED 310 730
Political Systems Theory as an Explanatory Paradigm for a Governance Conflict. 29p. 1mf. L1 ED 310 684
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4. 33p. 1mf. L1 ED 310 651
Reasoning by Young Children: Knowing When and When Not To Make an Inference. 13p. 1mf. L1 ED 310 876
Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model. 45p. 1mf. L1 ED 310 336
Selecting an Organization: How College Graduates Choose a Job. 31p. 1mf. L2 ED 310 675
Sex Differences in Moral Decision Making. 20p. 1mf. L1 ED 310 329
Speak for Yourself. 16p. 1mf. L1 ED 310 990
Taking Chances with Sex. Title No. 502. 175p. 2mf. L2 ED 310 323
Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500. 25p. 1mf. L2 ED 310 322
Too Soon for Sex? Title No. 501. 131p. 2mf. L2 ED 310 324

Decision Making Skills
Computerized Decision-Making Training Effects on Social Studies Lesson Planning. 28p. 1mf. L1 ED 310 978
Decision Making: An Overlooked Basic Skill. 7p. 1mf. L1 ED 310 971
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83. 124p. 2mf. L1 ED 310 956

Declining Enrollment
Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988). 102p. 2mf. L1 ED 310 690
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s. 58p. 1mf. L1 ED 310 674

Definitions
Behavioral Referents of Presented Self-Esteem in Young Children. 17p. 1mf. L1 ED 310 854
Collecting National Dropout Statistics. 56p. 1mf. L2 ED 311 142
Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers. 23p. 1mf. L1 ED 310 590
When is a Schema not a Schema? The Case of Gender Schema. 21p. 1mf. L1 ED 310 844

Degrees (Academic)
Completions Supplement, Massachusetts Public Higher Education, 1986-87. 173p. 2mf. L1 ED 310 659
Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89. 262p. 3mf. L1 ED 310 703

Delinquency
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985. 68p. 1mf. L1 ED 310 309
Intensity and Sequence of Parental Discipline in High-Risk Families. 10p. 1mf. L1 ED 310 849
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89. 35p. 1mf. L1 ED 310 338

Delivery Systems
Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana. 57p. 1mf. L1 ED 310 249
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience). 7p. 1mf. L1 ED 310 594
New Life-Style for Persons with Severe Disabilities: Supported Independence. 11p. 1mf. L1 ED 310 563
Poster Session Presentation from the Netherlands and Seen at Close Quarters. 36p. 1mf. L1 ED 310 605
Public Library Information and Referral Project: Phase I, Survey. 120p. 2mf. L1 ED 310 775
Service Delivery and Related Issues at the Trace Research and Development Center. 12p. 1mf. L1 ED 310 604
Service Delivery Mechanisms in Rehabilitation Technology. 11p. 1mf. L1 ED 310 599
Training Delivery Systems for Adult Learners. A Bibliography. 44p. 1mf. L1 ED 310 246
Why Change Our Service Delivery in Special Education? 11p. 1mf. L1 ED 310 574

Democracy
United States and the Indian Constitution. 21p. 1mf. L1 ED 310 986

Demography
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s. 58p. 1mf. L1 ED 310 674

Demonstration Programs
Corporate/Community Schools of America. Progres Report, 1988-89. 25p. 1mf. L1 ED 311 104
Corporate/Community Schools of America. Progress Report 1987-88. 31p. 1mf. L1 ED 311 103
Enterprise Foundation. 15p. 1mf. L2 ED 311 143
Interactive Videodisc at California State University, Fullerton. 9p. 1mf. L1 ED 310 756
Network Notebook: A Casebook for the Arts in Education. 53p. 1mf. L1 ED 310 966
Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 122p. 2mf. L1 ED 311 110

Depository Libraries
Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress. 23p. 1mf. L1 ED 310 791

Deregulation
Cable, The First Amendment, and the Future: A Time To Change Course. 30p. 1mf. L1 ED 310 435
Channel Diversity in Cable Television. 25p. 1mf. L1 ED 310 457

Design Crafts
Clothing Construction and Design. Secondary Schools. Curriculum Guide. 128p. 2mf. L1 ED 310 292

Design Requirements
Making It with Media. Transparency Design. 24p. 1mf. L1 ED 310 723
Practical PR for School Media Centers. 18p. 1mf. L1 ED 310 725
Production Fever--Catch It! 24p. 1mf. L1 ED 310 726
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter. 19p. 1mf. L1 ED 310 727
Ways To Improve Visual Communication. 13p. 1mf. L1 ED 310 728

Developing Nations
Administrative Reform and the Egyptian Ministry of Education. 35p. 1mf. L1 ED 310 483
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987. 81p. 1mf. L1 ED 310 870
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.). 27p. 1mf. L1 ED 310 949
Dimensions and Variables of Curricular Design for Communication Schools in Latin America. 16p. 1mf. L1 ED 310 454
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990. 402p. 5mf. L1 ED 310 270
Ecological Inventories and Curriculum Development for Special Education in Developing Countries. 11p. 1mf. L1 ED 310 564
Flow of Foreign News into Six Arab Gulf Newspapers. 33p. 1mf. L1 ED 310 389
In-Service Teacher Education at a Distance: Trends in Third World Development. 8p. 1mf. L1 ED 310 739
New World Journalism in Mauritius: The Credibility of Development News in the Third World. 23p. 1mf. L1 ED 310 382
Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53. 205p. 3mf. L2 ED 311 002
Problems Affecting Evaluation of Distance Education in Developing Countries. 13p. 1mf. L1 ED 310 743

Development
Theatre for Development in Africa with Case Studies from Malawi and Zambia. 302p. 4mf. L1 ED 310 271

Development Journalism
New World Journalism in Mauritius: The Credibility of Development News in the Third World. 23p. 1mf. L1 ED 310 382

Developmental Disabilities
Children's Project: A Residential Option for Children with Developmental Disabilities. 10p. 1mf. L1 ED 310 562
Effects of Joint Activity Intervention on Children's Pragmatic Language Skills. 12p. 1mf. L1 ED 310 573
Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed. 14p. 1mf. L1 ED 310 577

Developmental Studies Programs
Academic and Developmental Services End of Year Status Report, 1988-89. 73p. 1mf. L1 ED 310 835
Portfolio of Community College Initiatives in Rural Economic Development. 124p. 2mf. L1 ED 310 901

Developmentally Appropriate Programs
Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children. 38p. 1mf. L1 ED 310 858
Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices. 20p. 1mf. L1 ED 310 857
Music in Early Childhood. 17p. 1mf. L1 ED 310 863

Diagnostic Tests
Poor Concept Formation in Mathematics: A Diagnostic Perspective. 82p. 1mf. L1 ED 310 926

Diagrams
Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States. 154p. 2mf. L2 ED 310 915
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems. 11p. 1mf. L1 ED 310 920

Dietetics
Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement. 54p. 1mf. L1 ED 311 027

Differential Item Performance
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5. 37p. 1mf. L2 ED 311 076

Difficulty Level
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5. 37p. 1mf. L2 ED 311 076

Diffusion (Communication)
Interactive Videodisc at California State University, Fullerton. 9p. 1mf. L1 ED 310 756

Digital Retouching (Photography)
Digital Alteration of Photographs in Magazines: An Examination of the Ethics. 21p. 1mf. L1 ED 310 444
Ethical Implications of Digital Imaging in Photojournalism. 21p. 1mf. L1 ED 310 397
Photography, Pixels and New Technology: Is There a "Paradigm Shift?" 21p. 1mf. L1 ED 310 388

Direct Assessment
Structured Method for Direct Assessment of Writing. 15p. 1mf. L1 ED 311 073

Disabilities
Concerned Technology 1989: Electronic Aids for People with Special Needs. 443p. 5mf. L2 ED 310 611
Ecological Inventories and Curriculum Development for Special Education in Developing Countries. 11p. 1mf. L1 ED 310 564
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience). 7p. 1mf. L1 ED 310 594
Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative. 13p. 1mf. L1 ED 310 593
Facet Analysis of the Client Needs Assessment Instrument. 18p. 1mf. L1 ED 311 068
How Families Cope Successfully with a Handicapped Child: A Qualitative Study. 19p. 1mf. L1 ED 310 601
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors. 66p. 1mf. L1 ED 310 612
Integration--How Can We Make It Work? 9p. 1mf. L1 ED 310 575
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988. 105p. 2mf. L1 ED 310 240
Local Districts' Fiscal Contributions to Special Education in Texas. 19p. 1mf. L1 ED 310 556
Making a Difference: An Employer's Handbook on Hiring People with Disabilities. 24p. 1mf. L1 ED 310 579
P.L. 99-457 and Teacher Education: Are We Ready? 9p. 1mf. L1 ED 310 600
Parent Empowerment Packet (PEP). 407p. 5mf. L1 ED 310 580
Poster Session Presentation from the Netherlands and Seen at Close Quarters. 36p. 1mf. L1 ED 310 605
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report. 40p. 1mf. L1 ED 310 616
Project CABE 1986-1987: O.E.A. Evaluation Section Report. 41p. 1mf. L1 ED 310 609
Project RECURSO, 1987-1988. 27p. 1mf. L1 ED 310 636
Respite Care for Impaired Family Members: An Examination of Two Agencies. 10p. 1mf. L1 ED 310 300
Selection of Audiovisual Materials on Disabilities. 11p. 1mf. L1 ED 310 745
Service Delivery and Related Issues at the Trace Research and Development Center. 12p. 1mf. L1 ED 310 604
Service Delivery Mechanisms in Rehabilitation Technology. 11p. 1mf. L1 ED 310 599
Social LIFE Game for Teaching Functional Social Competence: A Program Description. 13p. 1mf. L1 ED 310 561
Special Education Resource System Guidelines. Revised. 38p. 1mf. L1 ED 310 589
Special Education Software Center. Final Report. 88p. 1mf. L1 ED 310 591
Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children. 15p. 1mf. L1 ED 310 578
Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series. 14p. 1mf. L1 ED 310 597
Value-Critical Approach to Transition Policy Analysis. 84p. 1mf. L1 ED 310 610
Why Change Our Service Delivery in Special Education? 11p. 1mf. L1 ED 310 574
World of Work: Is There a Match between Vocational Preparation and Employer Expectations? 10p. 1mf. L1 ED 310 571
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report. 190p. 2mf. L1 ED 310 592

Disability Payments
Work Disability in Appalachia. 21p. 1mf. L1 ED 310 890

Disadvantaged
Higher Education Opportunity Program. Annual Report, 1987-88. 101p. 2mf. L1 ED 310 673
JTPA Investment: Local Perspectives. 12p. 1mf. L1 ED 310 266
Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment. 27p. 1mf. L1 ED 310 265

Disadvantaged Youth
After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194. 58p. 1mf. L2 ED 311 113
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors. 66p. 1mf. L1 ED 310 612
Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report. 130p. 2mf. L1 ED 311 107
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate. 26p. 1mf. L1 ED 310 253
Youth Conservation Corps Guidance. 101p. 2mf. L1 ED 310 250

Discipline
Call for the End of Corporal Punishment in Schools. 15p. 1mf. L1 ED 310 522
Corporal Punishment in Schools. NSSC Resource Paper. 36p. 1mf. L1 ED 310 535
Intensity and Sequence of Parental Discipline in High-Risk Families. 10p. 1mf. L1 ED 310 849

Discipline Policy
Study of Current In-School Suspension Programs in New York State. 156p. 2mf. L2 ED 311 137

Disclosure
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act. 43p. 1mf. L1 ED 310 448
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended . 20p. 1mf. L1 ED 310 749

Discourse Analysis
Discourse Analysis: Part I, Information Management and Cohesion. 59p. 1mf. L1 ED 310 383
Discourse Analysis: Part II, A Comparison of Published Writing in Three Disciplines. 47p. 1mf. L1 ED 310 384
Pilot Study of Areas of Parent and Child Conflict. 23p. 1mf. L1 ED 310 879

Discretionary Income
Marketer's Guide to Discretionary Income. 47p. 1mf. L1 ED 310 997

Diseases
Columbus and Ecological Imperialism. 14p. 1mf. L1 ED 310 973

Dislocated Workers
Outreach College. Design and Implementation. 126p. 2mf. L1 ED 310 245
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment. 30p. 1mf. L1 ED 310 264

Dismissal (Personnel)
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper. 9p. 1mf. L1 ED 310 548

Distance Education
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7. 63p. 1mf. L1 ED 310 720
Computer Conferencing in Distance Education. 26p. 1mf. L1 ED 310 734
Discourse of Dropout in Distance Education: A Theoretical Analysis. 11p. 1mf. L1 ED 310 752
Distance Education. 91p. 1mf. L2 ED 310 753
Handbook for Designing and Writing Distance Education Materials. 177p. 2mf. L1 ED 310 269
In-Service Teacher Education at a Distance: Trends in Third World Development. 8p. 1mf. L1 ED 310 739
Institutional Support and Rewards for Academic Staff Involved in Distance Education. 58p. 1mf. L1 ED 310 757
Linking for Learning. A New Course for Education. Summary. 31p. 1mf. L1 ED 310 766
Linking for Learning. A New Course for Education. 191p. 2mf. L1 ED 310 765
Linking for Learning: A New Course for Education. OTA Report Brief. 3p. 1mf. L1 ED 310 767
Problems Affecting Evaluation of Distance Education in Developing Countries. 13p. 1mf. L1 ED 310 743
PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988). 139p. 2mf. L1 ED 310 759
Similarities and Differences in Distance Education in Mexico and the U.S. 27p. 1mf. L1 ED 310 746

District of Columbia
Enterprise Foundation. 15p. 1mf. L2 ED 311 143

Division of Labor (Household)
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples. 30p. 1mf. L1 ED 310 337

Divorce
Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers. 7p. 1mf. L1 ED 310 316

Doctoral Dissertations
International Directory of Approved Music Education: Doctoral Dissertations in Progress. 173p. 2mf. L1 ED 310 989

Documentaries
Landscape Documentary: Unveiling the Face of "Wasteland." 19p. 1mf. L1 ED 310 450

Drinking
Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning. 25p. 1mf. L1 ED 310 875

Dropout Attitudes
Consumers' Perspective: At-Risk Youth Talk about Programs. 17p. 1mf. L2 ED 311 123

Dropout Characteristics
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report. 65p. 1mf. L1 ED 311 145
Collecting National Dropout Statistics. 56p. 1mf. L2 ED 311 142
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation. 22p. 1mf. L1 ED 310 315

Dropout Prevention
Consumers' Perspective: At-Risk Youth Talk about Programs. 17p. 1mf. L2 ED 311 123
Dropouts and Retention in Vocational Education Programs. A Bibliography Update. 29p. 1mf. L1 ED 310 280
Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132
High School Dropouts: A Problem for Research, Policy, and Practice. 21p. 1mf. L1 ED 311 092
Interventions with Students At-Risk for Dropping Out of School: A High School Responds. 21p. 1mf. L1 ED 310 501
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56. 4p. 1mf. L1 ED 311 148
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89. 35p. 1mf. L1 ED 310 338

Dropout Programs
Dropouts and Retention in Vocational Education Programs. A Bibliography Update. 29p. 1mf. L1 ED 310 280

Dropout Rate
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report. 65p. 1mf. L1 ED 311 145
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report. 92p. 1mf. L1 ED 311 144
Dropouts and Retention in Vocational Education Programs. A Bibliography Update. 29p. 1mf. L1 ED 310 280

(Continued)

Dropout Rate *(Continued)*

Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
84p. 1mf. L1 ED 310 970

Dropout Research

Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819

Discourse of Dropout in Distance Education: A Theoretical Analysis.
11p. 1mf. L1 ED 310 752

Dropouts and Retention in Vocational Education Programs. A Bibliography Update.
29p. 1mf. L1 ED 310 280

Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
63p. 1mf. L1 ED 310 830

Dropouts

Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142

Discourse of Dropout in Distance Education: A Theoretical Analysis.
11p. 1mf. L1 ED 310 752

Dropouts and Retention in Vocational Education Programs. A Bibliography Update.
29p. 1mf. L1 ED 310 280

Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134

High School Dropouts: A Problem for Research, Policy, and Practice.
21p. 1mf. L1 ED 311 092

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Drug Abuse

Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.
14p. 1mf. L1 ED 310 308

Drugs and AIDS: Getting the Message Out.
25p. 1mf. L1 ED 310 327

Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Drug Addiction

Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Drug Legislation

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

Drug Therapy

Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Medications Frequently Used To Treat Persons with Mental Illness.
27p. 1mf. L1 ED 310 607

Drug Use Testing

Tennessee's Student Drug Testing Law.
12p. 1mf. L1 ED 310 550

Dual Career Family

Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples.
30p. 1mf. L1 ED 310 337

Dysfunctional Behavior

Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.
31p. 1mf. L1 ED 310 312

Early Childhood Education

At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies.
66p. 1mf. L1 ED 310 860

Current Programme.
89p. 1mf. L1 ED 310 869

Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853

P.L. 99-457 and Teacher Education: Are We Ready?
9p. 1mf. L1 ED 310 600

Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117

Early Experience

Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Early Intervention

Four Stage Approach to Early Childhood Intervention.
22p. 1mf. L1 ED 310 861

Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

Early Parenthood

Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484

Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Earth Science

Upper Atmosphere; Threshold of Space.
40p. 1mf. L1 ED 310 934

Ecological Factors

Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Ecology

Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

Economic Change

Christopher Columbus: The Hero and the Historians.
22p. 1mf. L1 ED 310 974

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Economic Concepts

Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106.
114p. 2mf. L1 ED 310 955

Economic Development

Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228

Economic Development: A Rural Perspective. Issues in Training and Employment.
20p. 1mf. L1 ED 310 263

Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985.
32p. 1mf. L2 ED 310 707

Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261

Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Portfolio of Community College Initiatives in Rural Economic Development.
124p. 2mf. L1 ED 310 901

President's Role in Economic Development.
13p. 1mf. L1 ED 310 806

What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
15p. 1mf. L1 ED 310 262

Economic Dislocation Worker Adjustment Assi

Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

Economic Factors

Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095

Critical Issues for Intern Teachers during the Clinical Experience.
24p. 1mf. L1 ED 311 008

Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).
139p. 2mf. L1 ED 310 759

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Economic Status

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Economic Theory

Critical Perspectives on the History and Philosophy of Copyright.
40p. 1mf. L1 ED 310 438

Economically Disadvantaged

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Economics

Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261

Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Economics Education

Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959

Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736

Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106.
114p. 2mf. L1 ED 310 955

Editorials

How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408

Editors

Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412

Education

What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Education Consolidation Improvement Act Cha

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Education Data Improvement Project

Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
58p. 1mf. L2 ED 311 078

Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

Education Work Relationship

Business/Industry/Education Linkages. A Bibliography Update.
13p. 1mf. L1 ED 310 248

Career Student Follow-Up: Class of 1987-88.
60p. 1mf. L1 ED 310 824

Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
35p. 1mf. L1 ED 310 242

Cooperative and Workplace Learning Approaches.
11p. 1mf. L1 ED 310 657

Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676

Transition in Minnesota.
10p. 1mf. L1 ED 310 567

Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

World of Work: Is There a Match between Vocational Preparation and Employer Expectations?
10p. 1mf. L1 ED 310 571

Educational Administration

Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542

Improving the Preparation of School Administrators: An Agenda for Reform.
33p. 1mf. L1 ED 310 493

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Educational Assessment

Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Campus Trends, 1989. Higher Education Panel Report No. 78.
84p. 1mf. L1 ED 310 700

Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

Tailored Educational Evaluation Program.
209p. 3mf. L1 ED 311 091

Educational Attainment

Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
92p. 1mf. L1 ED 311 144

Educational Change

Administrative Reform and the Egyptian Ministry of Education.
35p. 1mf. L1 ED 310 483

Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504

Corporate/Community Schools of America. Progress Report 1987-88.
31p. 1mf. L1 ED 311 103

Corporate/Community Schools of America. Progres Report, 1988-89.
25p. 1mf. L1 ED 311 104

Education Reform Survey.
22p. mf. L3 ED 310 503

Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Improving the Preparation of School Administrators: An Agenda for Reform.
33p. 1mf. L1 ED 310 493

Journal of the Midwest History of Education Society. Volume 17, 1989.
208p. 3mf. L1 ED 310 968

Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
84p. 1mf. L1 ED 310 970

Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102

North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Opportunity 1992. College Courses and the Single European Market.
7p. 1mf. L1 ED 310 279

Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

Redefining the Community College for the Year 2000.
16p. 1mf. L1 ED 310 802

Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497

Rochester Initiative.
12p. 1mf. L1 ED 311 121

Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement.
29p. 1mf. L1 ED 310 900

Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.
34p. 1mf. L1 ED 310 930

Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
27p. 1mf. L1 ED 310 492

Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
17p. 1mf. L1 ED 310 653

Educational Cooperation

Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488

Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514

Rochester Initiative.
12p. 1mf. L1 ED 311 121

Educational Development

Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511

Integrating and Applying the Successful Components for School Improvement.
20p. 1mf. L1 ED 310 518

Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness.
26p. 1mf. L1 ED 310 520

Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682

Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

Problems Affecting Evaluation of Distance Education in Developing Countries.
13p. 1mf. L1 ED 310 743

Educational Diagnosis

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917

Working with Adults Who Have Learning Disabilities. Project Upgrade.
97p. 2mf. L1 ED 310 237

Educational Economics

Financing Public School Facilities under the Maximum Class Size Requirements in Texas.
154p. 2mf. L1 ED 310 543

Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

Educational Environment

Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
70p. 1mf. L1 ED 311 012

Educational Equity (Finance)

Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Educational Facilities Improvement

Financing Public School Facilities under the Maximum Class Size Requirements in Texas.
154p. 2mf. L1 ED 310 543

Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

Educational Finance

Business Management for Independent Schools. Third Edition.
145p. 2mf. L2 ED 310 495

Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.
64p. 1mf. L1 ED 311 141

Cost of Small Schools.
13p. 1mf. L1 ED 310 505

Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

General History of Public School Finance in Alaska. Operating and Capital Costs.
47p. 1mf. L1 ED 310 482

Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673

Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650

Local Districts' Fiscal Contributions to Special Education in Texas.
19p. 1mf. L1 ED 310 556

Oregon Office of Community College Services: Profile, 1987-88.
129p. 2mf. L1 ED 310 827

Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
76p. 1mf. L1 ED 310 688

Rural School Finance: A Critical Analysis of Current Practice in Illinois.
29p. 1mf. L1 ED 310 894

Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.
27p. 1mf. L1 ED 310 645

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Educational Games

Social LIFE Game for Teaching Functional Social Competence: A Program Description.
13p. 1mf. L1 ED 310 561

Educational History

Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
15p. 1mf. L1 ED 310 711

Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany.
23p. 1mf. L1 ED 310 963

General History of Public School Finance in Alaska. Operating and Capital Costs.
47p. 1mf. L1 ED 310 482

ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition.
43p. 1mf. L1 ED 310 983

Journal of the Midwest History of Education Society. Volume 17, 1989.
208p. 3mf. L1 ED 310 968

William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
12p. 1mf. L1 ED 310 348

Educational Improvement

Administrator Evaluation in the Small School District.
18p. 1mf. L1 ED 310 519

Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504

Education Reform Survey.
22p. mf. L3 ED 310 503

EIA: Educational Reform or Repression?
14p. 1mf. L1 ED 310 551

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283

Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511

Integrating and Applying the Successful Components for School Improvement.
20p. 1mf. L1 ED 310 518

Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
84p. 1mf. L1 ED 310 970

Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969

Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness.
26p. 1mf. L1 ED 310 520

Partnerships That Work!
108p. 2mf. L1 ED 310 485

Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

School Improvement in Arkansas.
8p. 1mf. L1 ED 310 902

Educational Innovation

Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737

Five-Year Technology Plan. Educational Planning Center.
47p. 1mf. L1 ED 310 738

Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

Ideas That Work in Small Schools Grades 7-12 .
20p. 1mf. L1 ED 310 905

Ideas That Work in Small Schools K-6 .
20p. 1mf. L1 ED 310 906

Interactive Videodisc at California State University, Fullerton.
9p. 1mf. L1 ED 310 756

Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).
139p. 2mf. L1 ED 310 759

Teachers Initiating Change towards More Flexible Curriculum Practices.
18p. 1mf. L1 ED 310 864

To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763

Educational Issues

Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Educational Legislation

EIA: Educational Reform or Repression?
14p. 1mf. L1 ED 310 551

Home Schooling: A Primer for State Legislators.
8p. 1mf. L2 ED 310 840

Legal Documents Pertaining to Postsecondary Education. State of South Carolina.
372p. 4mf. L1 ED 310 697

Tennessee's Student Drug Testing Law.
12p. 1mf. L1 ED 310 550

Educational Media

Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
158p. 2mf. L2 ED 310 764

Educational Methods

Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps.
10p. 1mf. L1 ED 310 569

Educational Needs

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341

Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
23p. 1mf. L1 ED 310 595

Opportunity 1992. College Courses and the Single European Market.
7p. 1mf. L1 ED 310 279

Training Delivery Systems for Adult Learners. A Bibliography.
44p. 1mf. L1 ED 310 246

Educational Objectives

Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799

Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

Teaching Mathematics from a Chemist's Viewpoint.
14p. 1mf. L1 ED 310 803

Educational Options Program NY

Study of the Impact of the Revised Educational Options Admissions Policy, 1987-88. Research Section Report.
33p. 1mf. L1 ED 310 350

Educational Philosophy

Teacher Evaluation: Educative Alternatives.
220p. mf. L3 ED 311 055

Educational Planning

Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984

Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737

Five-Year Technology Plan. Educational Planning Center.
47p. 1mf. L1 ED 310 738

Linking for Learning. A New Course for Education.
191p. 2mf. L1 ED 310 765

Linking for Learning. A New Course for Education. Summary.
31p. 1mf. L1 ED 310 766

Linking for Learning: A New Course for Education. OTA Report Brief.
3p. 1mf. L1 ED 310 767

North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Redefining the Community College for the Year 2000.
16p. 1mf. L1 ED 310 802

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

Educational Policy

Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234

Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Education Reform Survey.
22p. mf. L3 ED 310 503

Home Schooling: A Primer for State Legislators.
8p. 1mf. L2 ED 310 840

Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Political Systems Theory as an Explanatory Paradigm for a Governance Conflict.
29p. 1mf. L1 ED 310 684

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students.
31p. 1mf. L1 ED 311 146

Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Educational Practices

Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
214p. 3mf. L1 ED 310 559

(Continued)

Educational Practices *(Continued)*

Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Ecological Inventories and Curriculum Development for Special Education in Developing Countries.
11p. 1mf. L1 ED 310 564

Music in Early Childhood.
17p. 1mf. L1 ED 310 863

School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Educational Price Indices

Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

Educational Quality

Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.
17p. 1mf. L1 ED 310 670

Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
96p. 1mf. L1 ED 311 133

Efficiency of Freedom. Report of the Committee on Government and Higher Education.
57p. 1mf. L2 ED 310 708

EIA: Educational Reform or Repression?
14p. 1mf. L1 ED 310 551

Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.
15p. 1mf. L1 ED 310 552

Instructional Effectiveness: Desperately Seeking Indicators of Quality.
17p. 1mf. L1 ED 311 071

Integrating and Applying the Successful Components for School Improvement.
20p. 1mf. L1 ED 310 518

Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969

Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

Promoting Quality through Leadership. General Session Presentations at the Annual Forum of the Association for Institutional Research (28th, Phoenix, Arizona, May 15-18, 1988).
51p. 1mf. L1 ED 310 695

Educational Radio

Similarities and Differences in Distance Education in Mexico and the U.S.
27p. 1mf. L1 ED 310 746

Educational Research

Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647

Higher Education Research in China. An Annotated Bibliography. R.I.H.E. International Publication Series No. 2.
134p. 2mf. L2 ED 310 680

How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408

Problems Affecting Evaluation of Distance Education in Developing Countries.
13p. 1mf. L1 ED 310 743

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education.
20p. 1mf. L1 ED 311 010

Social Change and Special Education.
14p. 1mf. L1 ED 310 583

Educational Resources

Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Educational Sociology

Observational Study of Social Processes in Microcomputer Classrooms.
22p. 1mf. L1 ED 310 742

Educational Strategies

Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.
29p. 1mf. L1 ED 310 530

Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969

Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962

Tracking System and the Informal Education in Japan.
43p. 1mf. L1 ED 310 515

Educational Supply

Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary.
31p. 1mf. L1 ED 310 842

Educational Technology

Linking for Learning. A New Course for Education.
191p. 2mf. L1 ED 310 765

Linking for Learning. A New Course for Education. Summary.
31p. 1mf. L1 ED 310 766

Linking for Learning: A New Course for Education. OTA Report Brief.
3p. 1mf. L1 ED 310 767

Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604

Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
158p. 2mf. L2 ED 310 764

Educational Television

Similarities and Differences in Distance Education in Mexico and the U.S.
27p. 1mf. L1 ED 310 746

Educational Theories

School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Educational Trends

Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
214p. 3mf. L1 ED 310 559

Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846

Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984

Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany.
23p. 1mf. L1 ED 310 963

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.
34p. 1mf. L1 ED 310 930

Educational Use of Satellites

Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748

Educationally Disadvantaged

Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students?
47p. 1mf. L1 ED 310 733

Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
263p. 3mf. L1 ED 310 904

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Efficiency

On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45.
37p. 1mf. L1 ED 311 077

Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

Egypt

Administrative Reform and the Egyptian Ministry of Education.
35p. 1mf. L1 ED 310 483

Electronic Cameras

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Electronic Equipment

Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611

Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570

Electronic Publishing

CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series.
27p. 1mf. L1 ED 310 797

Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
19p. 1mf. L1 ED 310 727

Elementary School Curriculum

Appropriate Curriculum for Full-Time Kindergarten.
11p. 1mf. L1 ED 310 845

Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
85p. 1mf. L1 ED 310 420

Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979

Elementary School Mathematics

Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928

Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving.
6p. 1mf. L1 ED 310 912

Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders.
16p. 1mf. L1 ED 310 922

Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
115p. 2mf. L1 ED 310 921

MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917

Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.
11p. 1mf. L1 ED 310 920

Elementary School Students

Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883

Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Early Secondary School Adjustment for At-Risk and Highest-Risk Students.
43p. 1mf. L1 ED 310 303

Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843

Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
85p. 1mf. L1 ED 311 049

Longitudinal Study of Extremely Popular Children.
14p. 1mf. L1 ED 310 877

Predicting Individual Differences in School Anxiety in Early Adolescence.
21p. 1mf. L1 ED 310 884

Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
34p. 1mf. L1 ED 311 114

Structured Method for Direct Assessment of Writing.
15p. 1mf. L1 ED 311 073

Elementary School Teachers

In the Eye of the Beholder: Teachers as Perceivers.
18p. 1mf. L1 ED 311 088

Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels.
36p. 1mf. L1 ED 311 074

Elementary Secondary Education

Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993

Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
15p. 1mf. L1 ED 310 998

Emergency Programs

Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
138p. 2mf. L1 ED 311 108

Emotional Adjustment

Adjustment of Adults to a Visual Impairment: Preliminary Findings.
8p. 1mf. L1 ED 310 572

Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
15p. 1mf. L1 ED 310 578

Emotional Disturbances

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

Psychopathology and Incest: A DIPS Code Type Assessment.
30p. 1mf. L1 ED 310 313

Emotional Experience

Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Emotional Problems

Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

Emotional Response

Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415

Responses Following Sexual and Non-Sexual Assault.
10p. 1mf. L1 ED 310 346

Empathy

Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026

Sex, Empathy, and Social Skills as Predictors of Social Support.
13p. 1mf. L1 ED 310 328

Employed Parents

Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316

Employees

Satisfaction with Subordinates in the Workplace.
21p. 1mf. L1 ED 310 343

Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Employer Attitudes

Career Student Follow-Up: Class of 1987-88.
60p. 1mf. L1 ED 310 824

World of Work: Is There a Match between Vocational Preparation and Employer Expectations?
10p. 1mf. L1 ED 310 571

Employer Employee Relationship

Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476

Development and Implementation of a Collective Gaining Model in Teacher Negotiations.
36p. 1mf. L1 ED 310 509

Judgments of Sexism on the Job: An Attributional Model.
11p. 1mf. L1 ED 310 320

Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper.
9p. 1mf. L1 ED 310 548

Satisfaction with Subordinates in the Workplace.
21p. 1mf. L1 ED 310 343

Employment

Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124

Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

Employment Interviews

How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Employment Level

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Employment Opportunities

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
35p. 1mf. L1 ED 310 242

Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
41p. 1mf. L1 ED 310 311

Johnson County Community College Career Programs: Employment, Salary and Placement Information.
59p. 1mf. L1 ED 310 826

Selecting an Organization: How College Graduates Choose a Job.
31p. 1mf. L2 ED 310 675

Employment Patterns

Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
35p. 1mf. L1 ED 310 242

Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
41p. 1mf. L1 ED 310 311

Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
45p. 1mf. L1 ED 310 834

Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

Employment Practices

Exit Interview: A Generic Model.
13p. 1mf. L1 ED 310 523

Employment Programs

Employment Training.
5p. 1mf. L1 ED 310 287

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters.
108p. 2mf. L1 ED 310 254

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255

JTPA Investment: Local Perspectives.
12p. 1mf. L1 ED 310 266

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

NASA and the Educational Community. An Inventory of Programs.
173p. 2mf. L1 ED 310 932

Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

Employment Projections

Johnson County Community College Career Programs: Employment, Salary and Placement Information.
59p. 1mf. L1 ED 310 826

Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

Workforce 2000. A Bibliography.
24p. 1mf. L1 ED 310 247

Employment Services

Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Empowerment

Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908

Parent Empowerment Packet (PEP).
407p. 5mf. L1 ED 310 580

Engineering

Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States.
154p. 2mf. L2 ED 310 915

Engineering Education

Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States.
154p. 2mf. L2 ED 310 915

Engineers

Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States.
154p. 2mf. L2 ED 310 915

England

Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341

Teacher Evaluation: Educative Alternatives.
220p. mf. L3 ED 311 055

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.
39p. 1mf. L1 ED 311 009

English (Second Language)

"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105

Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639

Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635

Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
74p. 1mf. L1 ED 310 630

Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628

Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve.
61p. 1mf. L2 ED 310 625

Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634

Native Language Proficiency as a Predictor of LEP Students' Growth in English.
20p. 1mf. L1 ED 310 632

Variation in Second Language Phonology.
14p. 1mf. L2 ED 310 622

English Curriculum

Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes.
49p. 1mf. L2 ED 310 422

Reaching Out to All Students: The Integrated English Approach.
15p. 1mf. L2 ED 310 413

English Instruction

Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
85p. 1mf. L1 ED 310 420

Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419

Keep a Poem in Your Pocket.
8p. 1mf. L1 ED 310 406

Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
11p. 1mf. L1 ED 310 798

Reaching Out to All Students: The Integrated English Approach.
15p. 1mf. L2 ED 310 413

Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418

Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

English Teachers

"The Student's Right to Write" and "Composition Opinionnaire to the Student's Right To Write": A Comparison of Responses across Decades.
43p. 1mf. L1 ED 310 405

Enrichment Activities

Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988.
39p. 1mf. L1 ED 310 639

Enrollment

Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134

Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654

Statistical Abstract of Higher Education in North Carolina, 1988-89.
251p. 3mf. L1 ED 310 644

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Enrollment Management

Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654

Enrollment Projections

Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Enrollment Rate

Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
102p. 2mf. L1 ED 310 690

Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

Enrollment Trends

Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835

Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702

Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.
27p. 1mf. L1 ED 310 669

Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623

Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89.
262p. 3mf. L1 ED 310 703

Entry Workers

College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256

Environment

ACCIS Guide to United Nations Information Sources on the Environment.
152p. 2mf. L1 ED 310 929

Environmental Education

Environmental Science Curriculum Guide, 1987. Bulletin 1792.
316p. 4mf. L1 ED 310 924

Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911

Environmental Protection Agency

Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274

Environmental Standards

Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274

Equal Education

Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717

Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102

Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

Relating to Each Other. A Questionnaire for Students.
5p. 1mf. L1 ED 310 687

School Law for Kentucky Teachers and Administrators. Third Edition.
336p. 4mf. L1 ED 310 506

Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
38p. 1mf. L2 ED 310 693

Equal Opportunities (Jobs)

Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716

Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498

Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
38p. 1mf. L2 ED 310 693

Teachers, Gender and Careers.
227p. mf. L3 ED 311 005

Equal Protection

Sexual Harassment: What's Good for the Goose Is Good For the Gander.
16p. 1mf. L1 ED 310 981

Equipment Maintenance

Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Ergativity

How Ergative Is Basque?
14p. 1mf. L2 ED 310 620

ERIC

Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

How ERIC Can Better Serve the Consumer: Prospects for Program Improvement.
16p. 1mf. L1 ED 310 786

What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Error Analysis (Language)

Variation in Second Language Phonology.
14p. 1mf. L2 ED 310 622

Error Patterns

Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French).
104p. 2mf. L1 ED 310 617

Essay Tests

Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067

Ethical Instruction

Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Obstacles to Ethics Instruction.
25p. 1mf. L1 ED 310 975

Offering Moral Education.
8p. 1mf. L1 ED 310 546

Teaching Public Relations: The Role of Ethics.
23p. 1mf. L1 ED 310 428

Ethics

Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444

Ethical Implications of Digital Imaging in Photojournalism.
21p. 1mf. L1 ED 310 397

Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative.
13p. 1mf. L1 ED 310 593

Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
14p. 1mf. L1 ED 310 740

Obstacles to Ethics Instruction.
25p. 1mf. L1 ED 310 975

(Continued)

Ethics *(Continued)*

Photography, Pixels and New Technology: Is There a "Paradigm Shift?"
21p. 1mf. L1 ED 310 388

Teaching Public Relations: The Role of Ethics.
23p. 1mf. L1 ED 310 428

What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
28p. 1mf. L1 ED 310 447

Ethiopia

Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851

Ethnic Groups

Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

Ethnicity

Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

Ethnography

Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Etiology

Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
23p. 1mf. L1 ED 310 595

Idiots Savants: Retarded and Gifted.
9p. 1mf. L1 ED 310 576

Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

European Economic Community

Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Opportunity 1992. College Courses and the Single European Market
7p. 2mf. L1 ED 310 279

Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747

Evaluation Criteria

Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Superintendent's Evaluation Process.
25p. 1mf. L1 ED 310 510

Evaluation Methods

Assessment and Rehabilitation of Severely Socially Deprived Deaf Adults.
8p. 1mf. L1 ED 310 566

Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362

Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
17p. 1mf. L1 ED 311 047

Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Introduction to the Assessment Center Method.
26p. 1mf. L1 ED 310 545

Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547

ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066

Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.
28p. 1mf. L1 ED 310 652

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).
139p. 2mf. L1 ED 310 759

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course.
19p. 1mf. L1 ED 310 831

Superintendent's Evaluation Process.
25p. 1mf. L1 ED 310 510

Teacher Evaluation: Educative Alternatives.
220p. mf. L3 ED 311 055

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

Evaluation Problems

Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737

Evaluation Reports

Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Evaluation Utilization

Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Evaluative Thinking

Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
13p. 1mf. L1 ED 310 421

Evaluators

Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

Evening Students

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Excellence in Education

Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.
17p. 1mf. L1 ED 310 670

Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
22p. 1mf. L1 ED 310 533

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
17p. 1mf. L1 ED 310 534

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.
29p. 1mf. L1 ED 310 530

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Efficiency of Freedom. Report of the Committee on Government and Higher Education.
57p. 1mf. L2 ED 310 708

Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

Executive Order 12356

Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act.
43p. 1mf. L1 ED 310 448

Exercise Physiology

Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Exit Interviews

Exit Interview: A Generic Model.
13p. 1mf. L1 ED 310 523

Expectation

Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294

Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676

Expenditure per Student

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Expenditures

Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647

Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

Experiential Learning

Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
22p. 1mf. L1 ED 311 033

Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers.
45p. 1mf. L1 ED 311 020

Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679

Experimental Psychology

History of Psychology.
48p. 1mf. L1 ED 310 988

Expert Systems

Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Experts

Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

Expository Text

On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Expressive Language

Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Extended Degree Programs

Critical Issues for Intern Teachers during the Clinical Experience.
24p. 1mf. L1 ED 311 008

Extension Education

Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822

Extracurricular Activities

Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001

Facet Analysis

Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068

Facility Planning

Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Financing Public School Facilities under the Maximum Class Size Requirements in Texas.
154p. 2mf. L1 ED 310 543

Factor Structure

Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels.
36p. 1mf. L1 ED 311 074

Faculty

Encouraging School Staff To Collaborate for Instructional Effectiveness.
39p. 1mf. L1 ED 310 557

Faculty Advisers

Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
50p. 1mf. L1 ED 310 385

Faculty College Relationship

Beyond the Ivory Tower: College and University Partnerships with Business.
15p. 1mf. L1 ED 310 692

Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
11p. 1mf. L1 ED 310 798

Faculty Development

Institutional Support and Rewards for Academic Staff Involved in Distance Education.
58p. 1mf. L1 ED 310 757

Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
11p. 1mf. L1 ED 310 798

Risky Business of University/School Collaboration.
14p. 1mf. L1 ED 310 514

Faculty Integration

Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716

Fair Housing Laws

Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109

Fairness Doctrine

Federal Communications Commission and the Fairness Doctrine: Public Interest Failure?
28p. 1mf. L1 ED 310 431

Falwell v Flynt

Some Second Thoughts about "Hustler v. Falwell."
38p. 1mf. L1 ED 310 392

Family (Sociological Unit)

Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.
31p. 1mf. L1 ED 310 312

Macroeconomic Causes of Family Homelessness.
13p. 1mf. L1 ED 310 304

Marketer's Guide to Discretionary Income.
47p. 1mf. L1 ED 310 997

Family Caregivers

Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Family Day Care

Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856

Family Environment

Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Family Financial Resources

Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Family Income

Marketer's Guide to Discretionary Income.
47p. 1mf. L1 ED 310 997

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Family Influence

Academic Stress in Kindergarten Children.
24p. 1mf. L1 ED 310 865

Health and Nutrition: Preconditions for Educational Achievement.
12p. 1mf. L1 ED 310 862

Family Problems

Children's Project: A Residential Option for Children with Developmental Disabilities.
10p. 1mf. L1 ED 310 562

How Families Cope Successfully with a Handicapped Child: A Qualitative Study.
19p. 1mf. L1 ED 310 601

Macroeconomic Causes of Family Homelessness.
13p. 1mf. L1 ED 310 304

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
15p. 1mf. L1 ED 310 578

Family Programs

At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies.
66p. 1mf. L1 ED 310 860

Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484

Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Family Relationship

Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse.
31p. 1mf. L1 ED 310 312

HIV-Infected Patient and Family Social Support.
8p. 1mf. L1 ED 310 307

Family Role

Education of the Active Televiewer of School Age.
17p. 1mf. L1 ED 310 754

Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985.
14p. 1mf. L1 ED 310 758

Family School Relationship

Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6.
117p. 2mf. L1 ED 310 893

Family Structure

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Family Violence

Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314

Farm Accounts

Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277

Farm Management

Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277

Farm Policy

Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

Fatherless Family

Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Federal Aid

Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647

Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88.
70p. 1mf. L1 ED 310 768

Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI.
76p. 1mf. L1 ED 310 790

Federal Communications Commission

Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.
27p. 1mf. L1 ED 310 453

Federal Communications Commission and Broadcast Indecency.
52p. 1mf. L1 ED 310 466

Federal Communications Commission and the Fairness Doctrine: Public Interest Failure?
28p. 1mf. L1 ED 310 431

In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.
48p. 1mf. L1 ED 310 464

Overview of U.S. Telecommunications Policy, 1980-1988.
13p. 1mf. L1 ED 310 730

Federal Government

College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256

Federal Legislation

Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255

JTPA Investment: Local Perspectives.
12p. 1mf. L1 ED 310 266

Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
122p. 2mf. L1 ED 311 110

Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Federal Programs

Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters.
108p. 2mf. L1 ED 310 254

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255

JTPA Investment: Local Perspectives.
12p. 1mf. L1 ED 310 266

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

Federal Regulation

Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission.
27p. 1mf. L1 ED 310 453

Federal Communications Commission and Broadcast Indecency.
52p. 1mf. L1 ED 310 466

Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274

Federal State Relationship

Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Fees

Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Fellowships

Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88.
70p. 1mf. L1 ED 310 768

Females

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228

Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542

Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268

Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498

Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
30p. 1mf. L1 ED 310 433

Feminism

Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
30p. 1mf. L1 ED 310 433

Feminist Criticism

Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking.
30p. 1mf. L1 ED 310 433

Feminization of Poverty

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Fiction

Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Field Dependence Independence

Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883

Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927

Field Experience Programs

Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Geography Internships: First, the Good News.
12p. 1mf. L1 ED 310 985

Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042

Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Field Tests

Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291

Film Production

Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
18p. 1mf. L1 ED 310 429

Film Reviews

Activating, Measuring and Manipulating Interest in an Artistic Event: An Initial Interest Modification Model.
34p. 1mf. L1 ED 310 437

Films

Production Fever--Catch It!
24p. 1mf. L1 ED 310 726

Financial Needs

Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

Financial Policy

Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
58p. 1mf. L2 ED 311 078

Financial Problems

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Financial Support

Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099

Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Fines (Penalties)

Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109

First Amendment

Cable, The First Amendment, and the Future: A Time To Change Course.
30p. 1mf. L1 ED 310 435

Federal Communications Commission and Broadcast Indecency.
52p. 1mf. L1 ED 310 466

Some Second Thoughts about "Hustler v. Falwell."
38p. 1mf. L1 ED 310 392

Fiscal Capacity

Study of the Predictability of School District Bond Ratings.
25p. 1mf. L1 ED 310 481

Flexible Scheduling

BLOCK Successful Alternative Format Addressing Learner Needs.
8p. 1mf. L1 ED 311 003

Flight Training

Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731

Florida

Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497

Florida State Library

Selection of Audiovisual Materials on Disabilities.
11p. 1mf. L1 ED 310 745

Folk Culture

Folk Recordings Selected from the Archive of Folk Culture.
59p. 1mf. L1 ED 310 957

Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960

Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Folk Music

Folk Recordings Selected from the Archive of Folk Culture.
59p. 1mf. L1 ED 310 957

Folktales

Folk Recordings Selected from the Archive of Folk Culture.
59p. 1mf. L1 ED 310 957

Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Food

Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
138p. 2mf. L1 ED 311 108

Food Stamp Program

What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Food Standards

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

Foreign Countries

Constitutional Provisions on the Press: A World View.
26p. 1mf. L1 ED 310 387

Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993

(Continued)

Foreign Countries *(Continued)*
Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials. 9p. 1mf. L1 ED 310 992
Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles. 23p. 1mf. L1 ED 310 991
Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles. 15p. 1mf. L1 ED 310 998
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12. 36p. 1mf. L2 ED 310 661
Identifying and Nurturing the Gifted: An International Perspective. 184p. 2mf. L2 ED 310 558
Journal of the Midwest History of Education Society. Volume 17, 1989. 208p. 3mf. L1 ED 310 968
Teaching Political Science in the Arab World. 22p. 1mf. L1 ED 310 952
Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects. 28p. 1mf. L1 ED 310 656

Foreign Culture
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.). 27p. 1mf. L1 ED 310 949

Foreign Nationals
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching? 17p. 1mf. L1 ED 310 641

Foreign Policy
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.). 27p. 1mf. L1 ED 310 949
Thinking about the Soviet Union. 244p. 3mf. L2 ED 310 972

Foreign Students
Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items. 19p. 1mf. L1 ED 311 054

Formative Evaluation
Administrator Evaluation in the Small School District. 18p. 1mf. L1 ED 310 519

Foster Care
Children's Project: A Residential Option for Children with Developmental Disabilities. 10p. 1mf. L1 ED 310 562

Foster Children
Leaving Home Again. Instructor Manual. 121p. 2mf. L2 ED 310 839

Foster Family
Leaving Home Again. Instructor Manual. 121p. 2mf. L2 ED 310 839

Foundation Programs
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987. 81p. 1mf. L1 ED 310 870
Current Programme. 89p. 1mf. L1 ED 310 869

Frail Elderly
Respite Care for Impaired Family Members: An Examination of Two Agencies. 10p. 1mf. L1 ED 310 300

Free Writing
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills. 13p. 1mf. L1 ED 310 421

Freedom of Information
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act. 43p. 1mf. L1 ED 310 448

Freedom of Speech
Constitutional Provisions on the Press: A World View. 26p. 1mf. L1 ED 310 387
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools. 50p. 1mf. L1 ED 310 385
Reagan Judges: Communication Law at Risk? 24p. 1mf. L1 ED 310 445
Some Second Thoughts about "Hustler v. Falwell." 38p. 1mf. L1 ED 310 392

French
Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988). 151p. 2mf. L1 ED 310 619
Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French). 104p. 2mf. L1 ED 310 617
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University. 49p. 1mf. L1 ED 310 624

Frequency of Measurement
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference. 18p. 1mf. L1 ED 310 560

Freshman Composition
Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study. 128p. 2mf. L1 ED 310 399
Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study. 105p. 2mf. L1 ED 310 411
Writing Response Groups: From Power Trips to Empowerment. 13p. 1mf. L1 ED 310 401

Friendship
Contextual Constraints and Children's Friendship Relations. 24p. 1mf. L1 ED 310 848

Full Day Programs
Appropriate Curriculum for Full-Time Kindergarten. 11p. 1mf. L1 ED 310 845
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief. 90p. 1mf. L2 ED 310 852

Functional Literacy
Report of the Literacy 2000 Task Force. 34p. 1mf. L1 ED 310 284

Future Farmers of America
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities. 155p. 2mf. L1 ED 310 251

Futures (of Society)
Cable, The First Amendment, and the Future: A Time To Change Course. 30p. 1mf. L1 ED 310 435
Challenges for Preparing the New Work Force for the Year 2000. 8p. 1mf. L1 ED 310 817
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community. 41p. 1mf. L1 ED 310 311
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236
Context of 21st-Century Civics and Citizenship. 18p. 1mf. L1 ED 310 984
Future Economic Role of Counties. Employment and Training Issues. 17p. 1mf. L1 ED 310 261
Opportunity 1992. College Courses and the Single European Market. 7p. 1mf. L1 ED 310 279
Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988). 13p. 1mf. L1 ED 310 290
Redefining the Community College for the Year 2000. 16p. 1mf. L1 ED 310 802
School Psychology: Cutting Edges in Research and Practice. 83p. 1mf. L2 ED 310 299
Training Delivery Systems for Adult Learners. A Bibliography. 44p. 1mf. L1 ED 310 246
What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues. 15p. 1mf. L1 ED 310 262
Workforce 2000. A Bibliography. 24p. 1mf. L1 ED 310 247

Gain Scores
Correlational Study of Attendance and Gain Scores Using the Gates-MacGinitie Reading Tests. 22p. 1mf. L1 ED 310 380

Gender Schema Theory
When is a Schema not a Schema? The Case of Gender Schema. 21p. 1mf. L1 ED 310 844

General Aptitude Test Battery
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery. 354p. mf. L3 ED 311 056

GENESYS
ORE's GENeric Evaluation SYStem: GENESYS 1988-89. 64p. 1mf. L1 ED 311 066

Geographic Distribution
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988. 27p. 1mf. L1 ED 310 669

Geography
Geography Internships: First, the Good News. 12p. 1mf. L1 ED 310 985

Geometric Concepts
Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders. 16p. 1mf. L1 ED 310 922

Geometry
Geometry. Mathematics Series: Principles, Concepts and Applications. 235p. 3mf. L2 ED 310 933

Georgia
Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs. 15p. 1mf. L1 ED 310 552

Gifted
Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders. 16p. 1mf. L1 ED 310 922
Identifying and Nurturing the Gifted: An International Perspective. 184p. 2mf. L2 ED 310 558
Idiots Savants: Retarded and Gifted. 9p. 1mf. L1 ED 310 576
Program Evaluation Report: Gifted/Talented Education. 117p. 2mf. L1 ED 310 582
Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability. 8p. 1mf. L1 ED 310 878

Goal Orientation
Educational Orientation of Nigerian Adult Learners. 16p. 1mf. L1 ED 310 229

Golden West College CA
Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course. 19p. 1mf. L1 ED 310 831

Governance
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988). 180p. 2mf. L1 ED 310 228

Government (Administrative Body)
Government Planning and Decision-Making in Education and Other Social Policy Fields. 18p. 1mf. L1 ED 310 507
Thinking about the Soviet Union. 244p. 3mf. L2 ED 310 972

Government Employees
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee. 16p. 1mf. L1 ED 310 256

Government Publications
Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress. 23p. 1mf. L1 ED 310 791

Government Role
Economic Development: A Rural Perspective. Issues in Training and Employment. 20p. 1mf. L1 ED 310 263
Efficiency of Freedom. Report of the Committee on Government and Higher Education. 57p. 1mf. L2 ED 310 708
Future Economic Role of Counties. Employment and Training Issues. 17p. 1mf. L1 ED 310 261
How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services? 25p. 1mf. L1 ED 310 785
Major Policy Developments for Early Childhood Services in New Zealand. 16p. 1mf. L2 ED 310 853
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary. 31p. 1mf. L1 ED 310 842
Overview of U.S. Telecommunications Policy, 1980-1988. 13p. 1mf. L1 ED 310 730
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four . 44p. 1mf. L1 ED 311 098
Value-Critical Approach to Transition Policy Analysis. 84p. 1mf. L1 ED 310 610
What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues. 15p. 1mf. L1 ED 310 262
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment. 30p. 1mf. L1 ED 310 264

Government School Relationship
Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany. 23p. 1mf. L1 ED 310 963
Political Systems Theory as an Explanatory Paradigm for a Governance Conflict. 29p. 1mf. L1 ED 310 684

Governmental Structure
Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission. 27p. 1mf. L1 ED 310 453
Government Planning and Decision-Making in Education and Other Social Policy Fields. 18p. 1mf. L1 ED 310 507
United States and the Indian Constitution. 21p. 1mf. L1 ED 310 986

Grade Repetition
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522. 27p. 1mf. L1 ED 311 131

Grade 1
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program. 46p. 1mf. L1 ED 310 886

Grade 10
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes. 90p. 1mf. L1 ED 310 339

Grade 6
Middle School Students' Attitudes about Reading. 20p. 1mf. L1 ED 310 352
Structured Method for Direct Assessment of Writing. 15p. 1mf. L1 ED 311 073

Grade 7
Middle School Students' Attitudes about Reading. 20p. 1mf. L1 ED 310 352

Grade 9
High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System. 99p. 2mf. L1 ED 311 086

Graduate Students
Development of an Instrument To Assess Learning Strategies. 20p. 1mf. L1 ED 311 089

Graduate Study
American Indians in Graduate Education. 4p. 1mf. L1 ED 310 643

Grammar
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989. 47p. 1mf. L1 ED 310 633

Grants
Foundation Grants Handbook. 15p. 1mf. L2 ED 310 709
Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88. 70p. 1mf. L1 ED 310 768
Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI. 76p. 1mf. L1 ED 310 790
Pell Grant Program: Background and Issues. CRS Report for Congress. 30p. 1mf. L1 ED 310 646
Proposal Development Handbook. 10p. 1mf. L2 ED 310 710

Graphic Arts
Reader Use and Understanding of Newspaper Informational Graphics. 23p. 1mf. L1 ED 310 416

Graphic Communication
Reader Use and Understanding of Newspaper Informational Graphics. 23p. 1mf. L1 ED 310 416

Graphs
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference. 18p. 1mf. L1 ED 310 560
Reader Use and Understanding of Newspaper Informational Graphics. 23p. 1mf. L1 ED 310 416

Great Britain
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236
Employment Training. 5p. 1mf. L1 ED 310 287
Outreach College. Design and Implementation. 126p. 2mf. L1 ED 310 245

Greece
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children. 34p. 1mf. L1 ED 311 114

Greeks
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children. 34p. 1mf. L1 ED 311 114

Grief
Folklife Annual, 1987. 161p. 2mf. L1 ED 310 961
Non-Human Loss in Rural Areas. 9p. 1mf. L1 ED 310 910

Group Activities
Frame of Reference: Communicating with Understanding. Essay and Exercises. 17p. 1mf. L1 ED 310 426

Group Discussion
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480. 70p. 1mf. L1 ED 310 356
Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students. 27p. 1mf. L1 ED 310 908

Group Dynamics
Culture of Organizations: A Set of Learning Activities for Community Leaders. 52p. 1mf. L1 ED 310 976
Guide to Developing Communication across the Curriculum. 86p. 1mf. L1 ED 311 041
Observational Study of Social Processes in Microcomputer Classrooms. 22p. 1mf. L1 ED 310 742

Grouping (Instructional Purposes)
Dilemma of Within-Class Grouping. 10p. 1mf. L1 ED 310 351
Teachers Initiating Change towards More Flexible Curriculum Practices. 18p. 1mf. L1 ED 310 864
Tracking System and the Informal Education in Japan. 43p. 1mf. L1 ED 310 515

Guided Practice
Guided Practice: Use of Low-Cost Networking. 35p. 1mf. L1 ED 310 784

Guides
Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability. 58p. 1mf. L2 ED 311 078

Gulf Coast Community College FL
Honors: Getting Started. 18p. 1mf. L1 ED 310 814

Gypsies
Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987). 76p. 1mf. L2 ED 310 903

Half Day Programs
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief. 90p. 1mf. L2 ED 310 852

Handicap Identification
Four Stage Approach to Early Childhood Intervention. 22p. 1mf. L1 ED 310 861
Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers. 23p. 1mf. L1 ED 310 590
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441. 26p. 1mf. L1 ED 310 586

Hardiness
Stress in the Work Environment: An Examination of Social Support and Hardiness. 10p. 1mf. L1 ED 310 293

Harlandale Independent School District TX
Tailored Educational Evaluation Program. 209p. 3mf. L1 ED 311 091

Hawaii
Cambodians in Hawaii and Their Relation to Employment and Welfare. 54p. 1mf. L1 ED 311 124

Hawaiians
Instructional Effectiveness: Desperately Seeking Indicators of Quality. 17p. 1mf. L1 ED 311 071

Hazardous Materials
Hazardous Waste Management for the Small Quantity Generator. Teacher Edition. 234p. 3mf. L2 ED 310 274
Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition. 516p. 6mf. L2 ED 310 276

Head Mounted Aids
Activities Using Headsticks and Optical Pointers: A Description of Methods. 21p. 1mf. L1 ED 310 581

Heads of Households
Time of Transition: The Growth of Families Headed by Women. 234p. 3mf. L2 ED 311 111

Healing
Responses Following Sexual and Non-Sexual Assault. 10p. 1mf. L1 ED 310 346

Health
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia. 19p. 1mf. L1 ED 310 851

Health Needs
Health and Nutrition: Preconditions for Educational Achievement. 12p. 1mf. L1 ED 310 862
Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances. 27p. 1mf. L1 ED 310 334

Health Promotion
Health Lifestyle Analysis of Faculty Staff and Employees at the University of Montevallo in 1982 to 1988. 16p. 1mf. L1 ED 310 678
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion. 110p. 2mf. L1 ED 310 677

Health Status
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177. 49p. 1mf. L2 ED 311 112

Hearing Impairments
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441. 26p. 1mf. L1 ED 310 586

Heuristics
On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45. 37p. 1mf. L1 ED 311 077

High Interest Low Vocabulary Books
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition. 98p. 2mf. L1 ED 310 361

High Risk Persons
Enterprise Foundation. 15p. 1mf. L2 ED 311 143
Four Stage Approach to Early Childhood Intervention. 22p. 1mf. L1 ED 310 861

High Risk Students
Active Affective Learning for Accelerated Schools. 39p. 1mf. L1 ED 311 093
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482. 85p. 1mf. L1 ED 310 367
At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies. 66p. 1mf. L1 ED 310 860
BLOCK Successful Alternative Format Addressing Learner Needs. 8p. 1mf. L1 ED 311 003
Case Against Public School Early Childhood and Preschool Programs. 87p. 1mf. L1 ED 310 846
Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988. 64p. 1mf. L1 ED 311 141
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54. 4p. 1mf. L1 ED 311 120
Consumers' Perspective: At-Risk Youth Talk about Programs. 17p. 1mf. L2 ED 311 123
Early Secondary School Adjustment for At-Risk and Highest-Risk Students. 43p. 1mf. L1 ED 310 303
Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132
Interventions with Students At-Risk for Dropping Out of School: A High School Responds. 21p. 1mf. L1 ED 310 501
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56. 4p. 1mf. L1 ED 311 148
Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students. 27p. 1mf. L1 ED 310 908
Restructuring Education: The Florida Experience. Conference Proceedings, November 1988. 34p. 1mf. L1 ED 310 497
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89. 35p. 1mf. L1 ED 310 338
Support Groups for Identified "At Risk" Middle School/Junior High School Students. 16p. 1mf. L1 ED 310 301
Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students. 31p. 1mf. L1 ED 311 146

High School Graduates
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report. 92p. 1mf. L1 ED 311 144
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988. 27p. 1mf. L1 ED 310 669
Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514. 85p. 1mf. L1 ED 311 134

High School Seniors
Impact of Cooperative Vocational Education on Students' Work Values. 26p. 1mf. L1 ED 310 267
Information Search Process of High, Middle, and Low Achieving High School Seniors. 23p. 1mf. L1 ED 310 787
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490. 875p. 10mf. L1 ED 311 135
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23. 60p. 1mf. L1 ED 311 016

High School Students
"Watson-Barker Listening Test" for High School Students. 17p. 1mf. L1 ED 310 468
AIDS: A Statewide Survey of Students' Knowledge and Attitudes. 39p. 1mf. L1 ED 310 699
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report. 65p. 1mf. L1 ED 311 145
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report. 92p. 1mf. L1 ED 311 144
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender. 36p. 1mf. L1 ED 311 059
High School Dropouts: A Problem for Research, Policy, and Practice. 21p. 1mf. L1 ED 311 092
Observational Study of Social Processes in Microcomputer Classrooms. 22p. 1mf. L1 ED 310 742
Recruitment and Retention of Minority Students Entering Teacher Education. 7p. 1mf. L1 ED 311 043
Secondary School Homework Practices: Uses and Misuses. 26p. 1mf. L1 ED 311 051
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20. 70p. 1mf. L1 ED 311 063

High Schools
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools. 50p. 1mf. L1 ED 310 385
Tracking System and the Informal Education in Japan. 43p. 1mf. L1 ED 310 515

Higher Education
Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89. 14p. 1mf. L1 ED 310 308
Beyond the Roper Report: Maintaining Goals To Educate (Not Train) Students. 14p. 1mf. L1 ED 310 465
Campus Trends, 1989. Higher Education Panel Report No. 78. 84p. 1mf. L1 ED 310 700
Dimensions and Variables of Curricular Design for Communication Schools in Latin America. 16p. 1mf. L1 ED 310 454
Expenditures for Research on Higher Education. Working Paper Series. 14p. 1mf. L1 ED 310 647
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12. 36p. 1mf. L2 ED 310 661
Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4. 130p. 2mf. L2 ED 310 681
Geography Internships: First, the Good News. 12p. 1mf. L1 ED 310 985
Higher Education Advocate. Volume V, Number 1-13. 56p. 1mf. L1 ED 310 668
Higher Education Advocate. Volume VI, Number 1-12. 54p. 1mf. L1 ED 310 667
Many Faces of Quality. Working Paper Series. 14p. 1mf. L1 ED 310 649
New Issues--New Roles. A Conversation with State Higher Education Executive Officers. 42p. 1mf. L1 ED 310 685
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography. 38p. 1mf. L2 ED 310 693
Statistical Abstract of Higher Education in North Carolina, 1988-89. 251p. 3mf. L1 ED 310 644

Higher Education Act Title II
Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88. 70p. 1mf. L1 ED 310 768

Higher Education Opportunity Program
Higher Education Opportunity Program. Annual Report, 1987-88. 101p. 2mf. L1 ED 310 673

Hispanic Americans
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988. 34p. 1mf. L1 ED 310 638
Oral Histories of Latino Academics: Work in Progress. 30p. 1mf. L1 ED 310 716
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class. 78p. 1mf. L1 ED 310 855

Historiography
History of Psychology. 48p. 1mf. L1 ED 310 988

History
Historical Study of Children's Heroes and Fantasy Play. 48p. 1mf. L1 ED 310 885

History Instruction
Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study. 128p. 2mf. L1 ED 310 399

Hobbies
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals. 25p. 1mf. L1 ED 310 615

Home Child Care
Child-Rearing Practices of Parents with Home and Day Care Children. 23p. 1mf. L1 ED 310 867

Home Economics
Home Economics I. Teacher Edition. 1273p. 14mf. L2 ED 310 273

Home Schooling
Home Schooling: A Primer for State Legislators. 8p. 1mf. L2 ED 310 840

Homeless People
Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress. 138p. 2mf. L1 ED 311 108
Macroeconomic Causes of Family Homelessness. 13p. 1mf. L1 ED 310 304
Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report. 130p. 2mf. L1 ED 311 107

Homemakers
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples. 30p. 1mf. L1 ED 310 337

Homework
Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students. 115p. 2mf. L1 ED 310 921
Secondary School Homework Practices: Uses and Misuses. 26p. 1mf. L1 ED 311 051

Homework Emphasis Program
Secondary School Homework Practices: Uses and Misuses. 26p. 1mf. L1 ED 311 051

Homosexuality
HIV-Infected Patient and Family Social Support. 8p. 1mf. L1 ED 310 307

Honors Curriculum
Honors: Getting Started. 18p. 1mf. L1 ED 310 814

Housing
Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress. 138p. 2mf. L1 ED 311 108

Housing Discrimination
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C. 17p. 1mf. L1 ED 311 109

Humanistic Education
Active Affective Learning for Accelerated Schools. 39p. 1mf. L1 ED 311 093

IBM Personal Computer
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session. 58p. 1mf. L1 ED 310 721

Identification
At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies. 66p. 1mf. L1 ED 310 860
Collecting National Dropout Statistics. 56p. 1mf. L2 ED 311 142
Identifying and Nurturing the Gifted: An International Perspective. 184p. 2mf. L2 ED 310 558
Introduction to Bilingual Education. A Manual for Trainers. 178p. 2mf. L1 ED 310 634

Ideology
Impact of Religiosity on Television Use. 21p. 1mf. L1 ED 310 472
Reagan Judges: Communication Law at Risk? 24p. 1mf. L1 ED 310 445

Idiot Savants
Idiots Savants: Retarded and Gifted. 9p. 1mf. L1 ED 310 576

Illinois
Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness. 26p. 1mf. L1 ED 310 520
Rural School Finance: A Critical Analysis of Current Practice in Illinois. 29p. 1mf. L1 ED 310 894

Illustrated Texts
Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988). 48p. 1mf. L2 ED 310 778

Illustrations
Spanish-American War: "You Furnish the Pictures, I'll Furnish the War." 33p. 1mf. L1 ED 310 459

Immersion Programs
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes. 20p. 1mf. L1 ED 310 631

Immigrants
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111. 65p. 1mf. L1 ED 311 119

Immigration Legislation
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update. 52p. 1mf. L1 ED 311 105

Improved Efficiency of Learning Program
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa. 6p. 1mf. L1 ED 310 994

Improvement Programs
Ideas That Work in Small Schools Grades 7-12 . 20p. 1mf. L1 ED 310 905
Ideas That Work in Small Schools K-6 . 20p. 1mf. L1 ED 310 906
North Park Project: Effective Schools/Effective Teachers. 159p. 2mf. L1 ED 310 891

In School Suspension
Study of Current In-School Suspension Programs in New York State. 156p. 2mf. L2 ED 311 137

In State Students
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988. 27p. 1mf. L1 ED 310 669
Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board. 5p. 1mf. L1 ED 310 718

Incarcerated Youth
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report. 190p. 2mf. L1 ED 310 592

Incentives
Evaluating Career Ladder/Incentive Programs. Sumary of a Report. 17p. 1mf. L1 ED 311 047
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report. 25p. 1mf. L1 ED 310 856
Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement. 16p. 1mf. L1 ED 310 500

Incest
Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse. 31p. 1mf. L1 ED 310 312
Psychopathology and Incest: A DIPS Code Type Assessment. 30p. 1mf. L1 ED 310 313

Incidence
Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices. 20p. 1mf. L1 ED 310 857
Contextual Constraints and Children's Friendship Relations. 24p. 1mf. L1 ED 310 848
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report. 40p. 1mf. L1 ED 310 616
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect. 172p. 2mf. L1 ED 310 613

Income Distribution
Marketer's Guide to Discretionary Income. 47p. 1mf. L1 ED 310 997

Independent Living
Leaving Home Again. Instructor Manual. 121p. 2mf. L2 ED 310 839
New Life-Style for Persons with Severe Disabilities: Supported Independence. 11p. 1mf. L1 ED 310 563

Independent Study
Softball. Steps to Success. 216p. mf. L3 ED 311 037
Tennis. Steps to Success. 195p. mf. L3 ED 311 039

Independent Television Producers
Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television. 51p. 1mf. L1 ED 310 440

Indexes
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964. 9p. 1mf. L1 ED 310 789
Resources in Education (RIE). Volume 25, Number 2. p. mf. L2 ED 310 227

Indexing
Access to Current Information Online. 27p. 1mf. L1 ED 310 796
Library Index to "The History of the Women's Club Movement in America." 51p. 1mf. L1 ED 310 788

India
United States and the Indian Constitution. 21p. 1mf. L1 ED 310 986

Indiana
Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana. 57p. 1mf. L1 ED 310 249
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition. 43p. 1mf. L1 ED 310 983

Indiana (Hammond)
Living Research: Oral History in the Black Community. 13p. 1mf. L1 ED 310 995

Indiana Council for the Social Studies
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition. 43p. 1mf. L1 ED 310 983

Indians
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111. 65p. 1mf. L1 ED 311 119

Indigenous Populations
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII. 149p. 2mf. L1 ED 310 967

Individual Characteristics
Characteristics of Field-Dependent Children in Instructional Settings. 34p. 1mf. L1 ED 310 883

Individual Development
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls. 188p. 2mf. L2 ED 311 116
Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning. 25p. 1mf. L1 ED 310 875

Individual Differences
Characteristics of Field-Dependent Children in Instructional Settings. 34p. 1mf. L1 ED 310 883
Music in Early Childhood. 17p. 1mf. L1 ED 310 863
Predicting Individual Differences in School Anxiety in Early Adolescence. 21p. 1mf. L1 ED 310 884

Individual Power
Parent Empowerment Packet (PEP). 407p. 5mf. L1 ED 310 580

Individualized Instruction
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988. 39p. 1mf. L1 ED 310 639
Concerns of Student Teachers: Development during the Pre-Service Period. 9p. 1mf. L1 ED 311 011
Education and Technology at the Crossroads: Choosing a New Direction. 205p. 3mf. L1 ED 310 761
Teaching Softball. Steps to Success. 239p. mf. L3 ED 311 036
Teaching Tennis. Steps to Success. 211p. mf. L3 ED 311 038
Tennis. Steps to Success. 195p. mf. L3 ED 311 039

Individualized Programs
Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132

Indonesia
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience). 7p. 1mf. L1 ED 310 594

Industrial Arts
Technology Education. A Bibliography. 31p. 1mf. L1 ED 310 281

Industrial Education
Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised. 35p. 1mf. L1 ED 310 242
Technology Education. A Bibliography. 31p. 1mf. L1 ED 310 281

Industrial Training
Organization of Schools outside the Traditional Educational Sector: An Exploratory Study. 45p. 1mf. L1 ED 310 537

Industrialization
Spinoff 1985. 133p. 2mf. L1 ED 310 944
Spinoff 1986. 132p. 2mf. L1 ED 310 945

Infant Care
Infant Group Care Risks. 36p. 1mf. L1 ED 310 874

Infants
Four Stage Approach to Early Childhood Intervention. 22p. 1mf. L1 ED 310 861
Infant Group Care Risks. 36p. 1mf. L1 ED 310 874

Inferences
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills. 13p. 1mf. L1 ED 310 421
Reasoning by Young Children: Knowing When and When Not To Make an Inference. 13p. 1mf. L1 ED 310 876

Influences
SAT Gender Gap: Identifying the Causes. 198p. 3mf. L2 ED 311 087

Informal Education
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia. 19p. 1mf. L1 ED 310 851

Information Age
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83. 124p. 2mf. L1 ED 310 956

Information Centers
Special Education Software Center. Final Report. 88p. 1mf. L1 ED 310 591

Information Dissemination
Computer Networking in Japanese Education Today. AVE in Japan No. 27. 37p. 1mf. L1 ED 310 751
Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress. 23p. 1mf. L1 ED 310 791
Teachers Initiating Change towards More Flexible Curriculum Practices. 18p. 1mf. L1 ED 310 864

Information Literacy
Information Search Process of High, Middle, and Low Achieving High School Seniors. 23p. 1mf. L1 ED 310 787

Information Management (Written Composition
Discourse Analysis: Part I, Information Management and Cohesion. 59p. 1mf. L1 ED 310 383

Information Needs
Computer Networking in Japanese Education Today. AVE in Japan No. 27. 37p. 1mf. L1 ED 310 751

Information Networks
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report. 106p. 2mf. L1 ED 310 774

Information Retrieval
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964. 9p. 1mf. L1 ED 310 789
Relating Disparate Computer Training Task Data Files. 7p. 1mf. L1 ED 310 744
What Are the Possibilities for Coordinating Education Information Databases? Revised Version. 44p. 1mf. L1 ED 310 779

Information Services
How Can the Federal Government Help Education Clearinghouses Provide More Cost-Effective Services? 25p. 1mf. L1 ED 310 785
Special Education Resource System Guidelines. Revised. 38p. 1mf. L1 ED 310 589
Special Education Software Center. Final Report. 88p. 1mf. L1 ED 310 591

Information Sources
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages). 556p. 6mf. L1 ED 310 626
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83. 124p. 2mf. L1 ED 310 956
Information Subsidy and Agenda-Building in Local Television News. 23p. 1mf. L1 ED 310 456

Information Subsidies
Information Subsidy and Agenda-Building in Local Television News. 23p. 1mf. L1 ED 310 456

Information Systems
How and Why To Place A Computer in Your Nursing Home. 22p. 1mf. L1 ED 310 298
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement. 16p. 1mf. L1 ED 310 786
Overview of U.S. Telecommunications Policy, 1980-1988. 13p. 1mf. L1 ED 310 730

Information Technology
Information Technology in Schools: Institutional Rewards and Moral Dilemmas. 14p. 1mf. L1 ED 310 740
Using Information Technology To Create New Educational Situations. 20p. 1mf. L1 ED 310 793

Information Utilization
Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4. 33p. 1mf. L1 ED 310 651
Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program. 19p. 1mf. L1 ED 311 053

Inhalant Abuse
Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85. 217p. 3mf. L1 ED 310 326

Inner City
Educational Guidance: New Responses for Inner Cities. 38p. 1mf. L1 ED 310 341

Innovation
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography. 77p. 1mf. L1 ED 310 696

Input Output Analysis
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment. 32p. 1mf. L1 ED 310 741
Theory and Development of Education Price Indices for the Public Schools. 185p. 2mf. L1 ED 310 544

Input Output Devices
Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series. 14p. 1mf. L1 ED 310 597

Inservice Teacher Education
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1. 55p. 1mf. L1 ED 310 285
In-Service Teacher Education at a Distance: Trends in Third World Development. 8p. 1mf. L1 ED 310 739
Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn. 11p. 1mf. L1 ED 310 798
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988. 19p. 1mf. L1 ED 310 637
Peer Coaching as a Method of Staff Development: An Annotated Bibliography. 53p. 1mf. L1 ED 311 031
Project CABE 1986-1987: O.E.A. Evaluation Section Report. 41p. 1mf. L1 ED 310 609
Project RECURSO, 1987-1988. 27p. 1mf. L1 ED 310 636
Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1. 9p. 1mf. L1 ED 310 288

Institutes (Training Programs)
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31. 212p. 3mf. L1 ED 311 069

Institutional Advancement
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance. 5p. 1mf. L1 ED 310 231
Market Strategy Plan For Wayne County Community College. Volume 1. 68p. 1mf. L1 ED 310 807

Institutional Autonomy
Political Systems Theory as an Explanatory Paradigm for a Governance Conflict. 29p. 1mf. L1 ED 310 684

Institutional Characteristics
Oregon Office of Community College Services: Profile, 1987-88. 129p. 2mf. L1 ED 310 827
Professional Development Schools: An Exploratory Approach. 14p. 1mf. L1 ED 311 021
Profile of Pacific Higher Education. 111p. 2mf. L1 ED 310 662
Volunteers in Leisure. A Management Perspective. 177p. 2mf. L2 ED 311 046

Institutional Cooperation
Business/Industry/Education Linkages. A Bibliography Update. 13p. 1mf. L1 ED 310 248
Coordination and Its Effect in Secondary Schools. 13p. 1mf. L1 ED 310 488
What Are the Possibilities for Coordinating Education Information Databases? Revised Version. 44p. 1mf. L1 ED 310 779

Institutional Evaluation
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection. 154p. 2mf. L1 ED 310 663
Market Strategy Plan For Wayne County Community College. Volume 1. 68p. 1mf. L1 ED 310 807
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience. 176p. 2mf. L1 ED 310 655
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5. 28p. 1mf. L1 ED 310 652

Institutional Mission
Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities. 15p. 1mf. L1 ED 310 711
Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985. 32p. 1mf. L2 ED 310 707

Institutional Research
Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44. 44p. 1mf. L1 ED 310 819
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43. 29p. 1mf. L1 ED 310 818
Promoting Quality through Leadership. General Session Presentations at the Annual Forum of the Association for Institutional Research (28th, Phoenix, Arizona, May 15-18, 1988). 51p. 1mf. L1 ED 310 695
Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7. 34p. 1mf. L1 ED 310 654

Instructional Design
Using UTAH PILOT To Teach Basic DIALOG Searching. 56p. 1mf. L1 ED 310 772

Instructional Development
Basic Measuring Instrumentation Training Program for New York Institute of Technology. 119p. 2mf. L1 ED 310 243
Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction. 29p. 1mf. L1 ED 310 530
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading? 8p. 1mf. L1 ED 310 360
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station. 241p. 3mf. L1 ED 310 244

Instructional Effectiveness
Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520. 96p. 1mf. L1 ED 311 133
Comprehensive Computer-Based Instructional Programs: What Works for Educationally Disadvantaged Students? 47p. 1mf. L1 ED 310 733
Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire. 17p. 1mf. L1 ED 310 534
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners. 20p. 1mf. L1 ED 310 603
Encouraging School Staff To Collaborate for Instructional Effectiveness. 39p. 1mf. L1 ED 310 557
Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106. 114p. 2mf. L1 ED 310 955
Improving Student Achievement through a Systematic Instructional Monitoring Plan. 28p. 1mf. L1 ED 310 511
Improving Textbook Usability. Final Report. 230p. 3mf. L1 ED 310 585
Instructional Effectiveness: Desperately Seeking Indicators of Quality. 17p. 1mf. L1 ED 311 071
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report. 103p. 2mf. L1 ED 310 584
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment. 32p. 1mf. L1 ED 310 741
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress. 115p. 2mf. L1 ED 310 732
Right Brain Teaching Techniques with Elementary Learning Disabled Children. 127p. 2mf. L1 ED 310 614
Tailored Educational Evaluation Program. 209p. 3mf. L1 ED 311 091

Instructional Films
Drugs and AIDS: Getting the Message Out. 25p. 1mf. L1 ED 310 327

Instructional Improvement
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students. 74p. 1mf. L1 ED 310 630
Peer Tutoring. A Guide to Learning by Teaching. 184p. mf. L3 ED 311 006
School Improvement in Arkansas. 8p. 1mf. L1 ED 310 902
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program. 27p. 1mf. L1 ED 310 492
Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541
Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6. 17p. 1mf. L1 ED 310 653

Instructional Innovation
Education and Technology at the Crossroads: Choosing a New Direction. 205p. 3mf. L1 ED 310 761

Instructional Leadership
Administrator Evaluation in the Small School District. 18p. 1mf. L1 ED 310 519
Catholic School Principal: An Outline for Action (Revised). 40p. 1mf. L1 ED 310 502
Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction. 29p. 1mf. L1 ED 310 530
Integrating and Applying the Successful Components for School Improvement. 20p. 1mf. L1 ED 310 518
Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness. 26p. 1mf. L1 ED 310 520

Instructional Material Evaluation
Report on the Massachusetts Field Test of the Applied Communication Curriculum. 45p. 1mf. L1 ED 310 291
Ways To Improve Visual Communication. 13p. 1mf. L1 ED 310 728

Instructional Materials
Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106. 114p. 2mf. L1 ED 310 955
Five Experiments on EFL Vocabulary Learning: A Project Report. 10p. 1mf. L1 ED 310 628
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve. 61p. 1mf. L2 ED 310 625
Handbook for Designing and Writing Distance Education Materials. 177p. 2mf. L1 ED 310 269
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567. 18p. 1mf. L1 ED 310 268
Special Education Resource System Guidelines. Revised. 38p. 1mf. L1 ED 310 589

Instructional Program Divisions
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522. 27p. 1mf. L1 ED 311 131

Instructional Systems
Basic Measuring Instrumentation Training Program for New York Institute of Technology. 119p. 2mf. L1 ED 310 243
Education and Technology at the Crossroads: Choosing a New Direction. 205p. 3mf. L1 ED 310 761

Instructional Systems Development
Basic Measuring Instrumentation Training Program for New York Institute of Technology. 119p. 2mf. L1 ED 310 243

Integrated Curriculum
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED). 34p. 1mf. L1 ED 310 286
Music in Early Childhood. 17p. 1mf. L1 ED 310 863
Reaching Out to All Students: The Integrated English Approach. 15p. 1mf. L2 ED 310 413

Intellectual Development
Perry Levels and Belenky's Findings: Their Possibilities in the Teaching of Art and Art History. 31p. 1mf. L1 ED 310 698

Intellectual Disciplines
Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014

Intellectual History
Semiotic and Society in Nineteenth-Century America. 20p. 1mf. L1 ED 310 982

Interaction
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes. 20p. 1mf. L1 ED 310 631

Interaction Process Analysis
Systematic Observation Techniques To Improve Teaching. 27p. 1mf. L1 ED 311 007

Interactive Fiction
Don't Let It Get Around. Title No. 503. 178p. 2mf. L2 ED 310 325
Taking Chances with Sex. Title No. 502. 175p. 2mf. L2 ED 310 323
Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500. 25p. 1mf. L2 ED 310 322
Too Soon for Sex? Title No. 501. 131p. 2mf. L2 ED 310 324

Interactive Video
Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning. 7p. 1mf. L1 ED 310 735
Faculty Use of Interactive Media Technology. 11p. 1mf. L1 ED 310 815
Interactive Videodisc at California State University, Fullerton. 9p. 1mf. L1 ED 310 756
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress. 115p. 2mf. L1 ED 310 732
Teaching Corporate Culture Using Interactive Video Training. 9p. 1mf. L1 ED 310 760

Intercultural Communication
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants." 30p. 1mf. L2 ED 310 954
Cultural Literacy Shock: A Drama in Three Acts. 17p. 1mf. L1 ED 310 400

Intercultural Programs

"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants." 30p. 1mf. L2 ED 310 954

Interdisciplinary Approach

Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study. 128p. 2mf. L1 ED 310 399

Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative. 13p. 1mf. L1 ED 310 593

Guide to Developing Communication across the Curriculum. 86p. 1mf. L1 ED 311 041

Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed. 14p. 1mf. L1 ED 310 577

Interference (Language)

Variation in Second Language Phonology. 14p. 1mf. L2 ED 310 622

Intermediate Grades

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key. 196p. 3mf. L1 ED 310 928

Intermode Differences

Effects of Interactive Video on Cognitive Achievement and Attitude toward Learning. 7p. 1mf. L1 ED 310 735

Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report. 17p. 1mf. L1 ED 310 736

Guided Practice: Use of Low-Cost Networking. 35p. 1mf. L1 ED 310 784

Intern Scholar Program MO

Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report. 47p. 1mf. L1 ED 310 769

Internal Consistency

Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children. 38p. 1mf. L1 ED 310 858

International Cooperation

"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988). 351p. 4mf. L2 ED 310 940

International Education

Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987). 76p. 1mf. L2 ED 310 903

International Educational Exchange

Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4. 75p. 1mf. L1 ED 310 230

U.S. Information Ambassadors: The Library/Book Fellows Program. 21p. 1mf. L1 ED 310 795

International News

Flow of Foreign News into Six Arab Gulf Newspapers. 33p. 1mf. L1 ED 310 389

International Organizations

ACCIS Guide to United Nations Information Sources on the Environment. 152p. 2mf. L1 ED 310 929

International Programs

ACCIS Guide to United Nations Information Sources on the Environment. 152p. 2mf. L1 ED 310 929

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988). 139p. 2mf. L1 ED 310 759

International Relations

Flow of Foreign News into Six Arab Gulf Newspapers. 33p. 1mf. L1 ED 310 389

Teaching International Politics in High School. 163p. 2mf. L2 ED 310 996

International Studies

Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New. 91p. 1mf. L1 ED 310 950

Teaching International Politics in High School. 163p. 2mf. L2 ED 310 996

International Trade

Production of Software for Distribution in EEC Countries. Copyright and Contract Issues. 15p. 1mf. L1 ED 310 747

Internship Programs

Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report. 47p. 1mf. L1 ED 310 769

Geography Internships: First, the Good News. 12p. 1mf. L1 ED 310 985

Interpersonal Communication

Frame of Reference: Communicating with Understanding. Essay and Exercises. 17p. 1mf. L1 ED 310 426

Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course. 19p. 1mf. L1 ED 310 831

Interpersonal Competence

Effects of Joint Activity Intervention on Children's Pragmatic Language Skills. 12p. 1mf. L1 ED 310 573

Sex, Empathy, and Social Skills as Predictors of Social Support. 13p. 1mf. L1 ED 310 328

Social LIFE Game for Teaching Functional Social Competence: A Program Description. 13p. 1mf. L1 ED 310 561

Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class. 19p. 1mf. L1 ED 310 473

Interpersonal Relationship

Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet. 61p. 1mf. L1 ED 311 125

Peer Tutoring. A Guide to Learning by Teaching. 184p. mf. L3 ED 311 006

Interprofessional Relationship

Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth. 59p. 1mf. L1 ED 311 029

Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis. 21p. 1mf. L1 ED 310 432

Intervention

Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel. 12p. 1mf. L1 ED 310 588

Interventions with Students At-Risk for Dropping Out of School: A High School Responds. 21p. 1mf. L1 ED 310 501

Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana. 15p. 1mf. L1 ED 310 335

Study of Current In-School Suspension Programs in New York State. 156p. 2mf. L2 ED 311 137

Weapons in Schools. NSSC Resource Paper. 43p. 1mf. L1 ED 310 536

Interviews

Appalachian Childhood. 41p. 1mf. L1 ED 310 896

Iowa

Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse. 100p. 2mf. L1 ED 310 314

Iowa Tests of Basic Skills

Determination of Prerequisite Relationships in a Standardized Usage and Expression Test. 23p. 1mf. L1 ED 311 050

Ireland

Varieties of Curriculum Action Research: Constraints and Typologies in Anglo-Irish and American Projects. 28p. 1mf. L1 ED 310 656

Islamic Countries

Teaching Political Science in the Arab World. 22p. 1mf. L1 ED 310 952

Israel

Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4. 75p. 1mf. L1 ED 310 230

Structured Method for Direct Assessment of Writing. 15p. 1mf. L1 ED 311 073

Item Hierarchies

Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items. 19p. 1mf. L1 ED 311 054

Item Sampling

On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45. 37p. 1mf. L1 ED 311 077

Japan

Computer Networking in Japanese Education Today. AVE in Japan No. 27. 37p. 1mf. L1 ED 310 751

Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4. 130p. 2mf. L2 ED 310 681

Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3. 93p. 1mf. L2 ED 310 682

Tracking System and the Informal Education in Japan. 43p. 1mf. L1 ED 310 515

Job Analysis

Using Grunig's "Indices for Models of Public Relations" To Differentiate Job Functions within Organizations. 22p. 1mf. L1 ED 310 475

Job Performance

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates. 24p. 1mf. L1 ED 310 455

Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. 76p. 1mf. L1 ED 310 297

Introduction to the Assessment Center Method. 26p. 1mf. L1 ED 310 545

Relationships between Personnel Tests, Age, and Job Performance. 20p. 1mf. L1 ED 310 330

Job Placement

Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery. 354p. mf. L3 ED 311 056

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters. 108p. 2mf. L1 ED 310 254

Johnson County Community College Career Programs: Employment, Salary and Placement Information. 59p. 1mf. L1 ED 310 826

Making a Difference: An Employer's Handbook on Hiring People with Disabilities. 24p. 1mf. L1 ED 310 579

World of Work: Is There a Match between Vocational Preparation and Employer Expectations? 10p. 1mf. L1 ED 310 571

Job Satisfaction

Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later. 30p. 1mf. L1 ED 310 340

Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals. 46p. 1mf. L1 ED 310 642

Satisfaction with Subordinates in the Workplace. 21p. 1mf. L1 ED 310 343

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 39p. 1mf. L1 ED 311 009

Job Skills

Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates. 24p. 1mf. L1 ED 310 455

Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88. 39p. 1mf. L1 ED 310 635

Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988. 34p. 1mf. L1 ED 310 638

Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students. 11p. 1mf. L1 ED 310 565

Job Training

Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services. 71p. 1mf. L1 ED 310 252

Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89. 7p. 1mf. L1 ED 310 234

Economic Development: A Rural Perspective. Issues in Training and Employment. 20p. 1mf. L1 ED 310 263

Employment Training. 5p. 1mf. L1 ED 310 287

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89. 15p. 1mf. L1 ED 310 233

Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options. 63p. 1mf. L1 ED 311 129

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters. 108p. 2mf. L1 ED 310 254

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives. 19p. 1mf. L1 ED 310 255

JOBS Provisions of the Family Support Act of 1988: Ten Early Choices. 11p. 1mf. L1 ED 311 128

JTPA Investment: Local Perspectives. 12p. 1mf. L1 ED 310 266

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment. 27p. 1mf. L1 ED 310 265

Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues. 36p. 1mf. L1 ED 310 258

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues. 31p. 1mf. L1 ED 310 259

Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station. 241p. 3mf. L1 ED 310 244

Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 122p. 2mf. L1 ED 311 110

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues. 27p. 1mf. L1 ED 310 260

Training Delivery Systems for Adult Learners. A Bibliography. 44p. 1mf. L1 ED 310 246

What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues. 15p. 1mf. L1 ED 310 262

Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment. 30p. 1mf. L1 ED 310 264

Job Training Partnership Act 1982

Economic Development: A Rural Perspective. Issues in Training and Employment. 20p. 1mf. L1 ED 310 263

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters. 108p. 2mf. L1 ED 310 254

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives. 19p. 1mf. L1 ED 310 255

JTPA Investment: Local Perspectives. 12p. 1mf. L1 ED 310 266

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment. 27p. 1mf. L1 ED 310 265

Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues. 36p. 1mf. L1 ED 310 258

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues. 31p. 1mf. L1 ED 310 259

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues. 27p. 1mf. L1 ED 310 260

Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment. 30p. 1mf. L1 ED 310 264

Journalism

Ethical Implications of Digital Imaging in Photojournalism. 21p. 1mf. L1 ED 310 397

Journalism History

Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability. 22p. 1mf. L1 ED 310 386

News and the "Indian Problem" in the Antebellum Period. 39p. 1mf. L1 ED 310 395

Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools. 12p. 1mf. L1 ED 310 415

Junior High School Students

Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132

Junior High Schools

Support Groups for Identified "At Risk" Middle School/Junior High School Students. 16p. 1mf. L1 ED 310 301

Justice

Dimensions of Justice and Peace in Religious Education. 62p. 1mf. L1 ED 310 953

Kamehameha Elementary Education Program

Instructional Effectiveness: Desperately Seeking Indicators of Quality. 17p. 1mf. L1 ED 311 071

Kansas

Reading Treasures. Phase I and Phase II. 172p. 2mf. L1 ED 310 366

Kansas (Kansas City)

Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability. 22p. 1mf. L1 ED 310 386

Kent State University OH

Risky Business of University/School Collaboration. 14p. 1mf. L1 ED 310 514

Kentucky

Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children. 263p. 3mf. L1 ED 310 904

School Law for Kentucky Teachers and Administrators. Third Edition. 336p. 4mf. L1 ED 310 506

Kentucky (Fayette County)

Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New. 91p. 1mf. L1 ED 310 950

Kindergarten

Appropriate Curriculum for Full-Time Kindergarten. 11p. 1mf. L1 ED 310 845

Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children. 38p. 1mf. L1 ED 310 858

Effects of Kindergarten Scheduling: A Summary of Research. Research Brief. 90p. 1mf. L2 ED 310 852

Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany. 23p. 1mf. L1 ED 310 963

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475. 30p. 1mf. L1 ED 310 357

Kindergarten Children

Academic Stress in Kindergarten Children. 24p. 1mf. L1 ED 310 865

Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices. 20p. 1mf. L1 ED 310 857

Social Class and Kindergarten Children's Confidence in Writing. 10p. 1mf. L2 ED 310 414

Knowledge Acquisition

Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480. 70p. 1mf. L1 ED 310 356

Knowledge Based Curriculum

Model for Implementing a Knowledge-Based Curriculum in Teacher Education. 16p. 1mf. L1 ED 311 019

Knowledge Level

Domain of School Literature: A Framework for Assessment. 8p. 1mf. L1 ED 311 052

What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20. 70p. 1mf. L1 ED 311 063

Korean Americans

Folklife Annual, 1987. 161p. 2mf. L1 ED 310 961

Labeling (of Persons)

Why Change Our Service Delivery in Special Education? 11p. 1mf. L1 ED 310 574

Labor Demands

Development and Implementation of a Collective Gaining Model in Teacher Negotiations. 36p. 1mf. L1 ED 310 509

Labor Economics

Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised. 35p. 1mf. L1 ED 310 242

Labor Force

Training Delivery Systems for Adult Learners. A Bibliography. 44p. 1mf. L1 ED 310 246

Workforce 2000. A Bibliography. 24p. 1mf. L1 ED 310 247

Labor Force Development

Challenges for Preparing the New Work Force for the Year 2000. 8p. 1mf. L1 ED 310 817

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper. 50p. 1mf. L1 ED 310 283

Manpower Trends and Issues: A National Perspective, A Missouri Context. 66p. 1mf. L1 ED 310 823

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues. 31p. 1mf. L1 ED 310 259

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues. 27p. 1mf. L1 ED 310 260

Labor Force Nonparticipants

Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988. 105p. 2mf. L1 ED 310 240

Labor Legislation

Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper. 9p. 1mf. L1 ED 310 548

Labor Market

Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised. 35p. 1mf. L1 ED 310 242

Labor Needs

Challenges for Preparing the New Work Force for the Year 2000. 8p. 1mf. L1 ED 310 817

Manpower Trends and Issues: A National Perspective, A Missouri Context. 66p. 1mf. L1 ED 310 823

Workforce 2000. A Bibliography. 24p. 1mf. L1 ED 310 247

Labor Relations

Development and Implementation of a Collective Gaining Model in Teacher Negotiations. 36p. 1mf. L1 ED 310 509

Labor Turnover

Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement. 16p. 1mf. L1 ED 310 500

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment. 27p. 1mf. L1 ED 310 265

Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988). 148p. 2mf. L1 ED 310 257

Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals. 46p. 1mf. L1 ED 310 642

Ladies Home Journal

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products. 34p. 1mf. L1 ED 310 463

Landscapes

Landscape Documentary: Unveiling the Face of "Wasteland." 19p. 1mf. L1 ED 310 450

Language Acquisition

Language of Adults and Its Influence on Children's Developing Literacy. 32p. 1mf. L1 ED 310 370

Language Arts

Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students. 85p. 1mf. L1 ED 310 420

Instructional Effectiveness: Desperately Seeking Indicators of Quality. 17p. 1mf. L1 ED 311 071

Write Help: A Handbook for Computers in Classrooms. Report No. 6. 250p. 3mf. L1 ED 310 381

Language Contact

Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages). 556p. 6mf. L1 ED 310 626

Language Patterns

How Ergative Is Basque? 14p. 1mf. L2 ED 310 620

Language Processing

Memory Organization in the Bilingual/Second Language Learner. 14p. 1mf. L2 ED 310 621

Language Proficiency

Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages. 68p. 1mf. L1 ED 310 618

Native Language Proficiency as a Predictor of LEP Students' Growth in English. 20p. 1mf. L1 ED 310 632

What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching? 17p. 1mf. L1 ED 310 641

Language Research

Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988). 151p. 2mf. L1 ED 310 619

Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages). 556p. 6mf. L1 ED 310 626

Language Role

Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking. 30p. 1mf. L1 ED 310 433

Language Skills

Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54. 4p. 1mf. L1 ED 311 120

Effects of Joint Activity Intervention on Children's Pragmatic Language Skills. 12p. 1mf. L1 ED 310 573

Language Styles

Variation in Second Language Phonology. 14p. 1mf. L2 ED 310 622

Language Tests

Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items. 19p. 1mf. L1 ED 311 054

Language Usage

Determination of Prerequisite Relationships in a Standardized Usage and Expression Test. 23p. 1mf. L1 ED 311 050

Difference It Makes: A Resource Book on Gender for Educators. 75p. 1mf. L2 ED 310 999

Large Group Instruction

Dilemma of Within-Class Grouping. 10p. 1mf. L1 ED 310 351

Latchkey Children

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194. 58p. 1mf. L2 ED 311 113

Latent Trait Theory

Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft. 85p. 1mf. L1 ED 311 049

On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45. 37p. 1mf. L1 ED 311 077

Lateral Dominance

Annotated Bibliography of Literature Dealing with Brain Functions and Brain Growth. 33p. 1mf. L1 ED 310 305

Latin America

Dimensions and Variables of Curricular Design for Communication Schools in Latin America. 16p. 1mf. L1 ED 310 454

Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16. 84p. 1mf. L1 ED 310 970

Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15. 113p. 2mf. L1 ED 310 969

Laval University (Canada)

Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988). 151p. 2mf. L1 ED 310 619

Law Enforcement

Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C. 17p. 1mf. L1 ED 311 109

Layout (Publications)

Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter. 19p. 1mf. L1 ED 310 727

Leaders

Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela. 25p. 1mf. L1 ED 310 471

Leadership

Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 36p. 1mf. L1 ED 311 018

Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6. 17p. 1mf. L1 ED 310 653

Leadership Qualities

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader? 21p. 1mf. L1 ED 310 529

Cultural Orientations of First-Time High School Principals during Selection and Entry. 31p. 1mf. L1 ED 310 528

Physical Attractiveness and Judged Suitability for Leadership. 10p. 1mf. L1 ED 310 317

Rolling Terrace: An Effective School under Adverse Conditions. 17p. 1mf. L1 ED 310 524

Leadership Responsibility

Administrative Reform and the Egyptian Ministry of Education. 35p. 1mf. L1 ED 310 483

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader? 21p. 1mf. L1 ED 310 529

Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction. 29p. 1mf. L1 ED 310 530

Promoting Quality through Leadership. General Session Presentations at the Annual Forum of the Association for Institutional Research (28th, Phoenix, Arizona, May 15-18, 1988). 51p. 1mf. L1 ED 310 695

Leadership Styles

Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela. 25p. 1mf. L1 ED 310 471

Leadership Training

Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview. 9p. 1mf. L1 ED 311 000

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report. 70p. 1mf. L1 ED 311 139

Use of the Assessment Center Method in Administrator Preparation Programs. 37p. 1mf. L1 ED 310 549

Learning
- Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation. 28p. 1mf. L1 ED 310 672

Learning across the Curriculum
- Teaching with Biography. 16p. 1mf. L1 ED 310 372

Learning Activities
- Electronic Learning Centers. Grades 1-3. 112p. 2mf. L1 ED 310 755

Learning Centers (Classroom)
- Appropriate Curriculum for Full-Time Kindergarten. 11p. 1mf. L1 ED 310 845
- Electronic Learning Centers. Grades 1-3. 112p. 2mf. L1 ED 310 755

Learning Disabilities
- Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications. 23p. 1mf. L1 ED 310 595
- Improving Textbook Usability. Final Report. 230p. 3mf. L1 ED 310 585
- Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report. 103p. 2mf. L1 ED 310 584
- Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities. 66p. 1mf. L1 ED 310 683
- Right Brain Teaching Techniques with Elementary Learning Disabled Children. 127p. 2mf. L1 ED 310 614
- Working with Adults Who Have Learning Disabilities. Project Upgrade. 97p. 2mf. L1 ED 310 237

Learning Environment
- North Park Project: Effective Schools/Effective Teachers. 159p. 2mf. L1 ED 310 891

Learning Modalities
- Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College. 58p. 1mf. L1 ED 310 378

Learning Modules
- Geometry. Mathematics Series: Principles, Concepts and Applications. 235p. 3mf. L2 ED 310 933

Learning Motivation
- Educational Orientation of Nigerian Adult Learners. 16p. 1mf. L1 ED 310 229
- Leading Students to Optimal Performance through Motivation. 46p. 1mf. L1 ED 310 306

Learning Patterns
- Characteristics of Field-Dependent Children in Instructional Settings. 34p. 1mf. L1 ED 310 883

Learning Problems
- MATH MATCH: A Sourcebook. Fitting the Pieces Together. 220p. mf. L3 ED 310 917

Learning Processes
- Classroom Discourse: Its Nature and Its Potential for Language Learning. 76p. 1mf. L1 ED 310 627
- Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477. 50p. 1mf. L1 ED 310 353
- Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French). 104p. 2mf. L1 ED 310 617
- Memory Organization in the Bilingual/Second Language Learner. 14p. 1mf. L2 ED 310 621

Learning Readiness
- Academic Stress in Kindergarten Children. 24p. 1mf. L1 ED 310 865

Learning Resources Centers
- Collection Development Policies for the RWC Learning Resources Center. 63p. 1mf. L1 ED 310 782
- Practical PR for School Media Centers. 18p. 1mf. L1 ED 310 725
- Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25. 45p. 1mf. L1 ED 310 792
- Special Education Resource System Guidelines. Revised. 38p. 1mf. L1 ED 310 589

Learning Strategies
- Comparison of Learning Styles in Traditional and Non-Traditional Students. 15p. 1mf. L1 ED 310 671
- Development of an Instrument To Assess Learning Strategies. 20p. 1mf. L1 ED 311 089
- Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders. 42p. 1mf. L1 ED 310 374

Learning Theories
- Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1. 55p. 1mf. L1 ED 310 285

Legal Education (Professions)
- Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class. 19p. 1mf. L1 ED 310 473

Legal Problems
- Production of Software for Distribution in EEC Countries. Copyright and Contract Issues. 15p. 1mf. L1 ED 310 747

Legal Responsibility
- Approaches to Meeting the 50% Law Requirement. 37p. 1mf. L1 ED 310 801
- School Law for Kentucky Teachers and Administrators. Third Edition. 336p. 4mf. L1 ED 310 506

Legends
- Folklife Annual, 1986. 178p. 2mf. L1 ED 310 960
- Vision of the Spokane Prophet. Council 108. 39p. 1mf. L2 ED 310 899

Leisure Time
- Volunteers in Leisure. A Management Perspective. 177p. 2mf. L2 ED 311 046

Lesson Plans
- Computerized Decision-Making Training Effects on Social Studies Lesson Planning. 28p. 1mf. L1 ED 310 978
- Making It Work! Media Skills in the Curriculum. 12p. 1mf. L1 ED 310 724

Letters (Alphabet)
- Making It with Media. Transparency Design. 24p. 1mf. L1 ED 310 723

Lexicology
- Socio-Semiotic Way of Looking at Cross-Cultural Lexicology. 11p. 1mf. L1 ED 310 794

Liberal Arts
- Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education. 24p. 1mf. L1 ED 310 679

Liberia
- Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa. 6p. 1mf. L1 ED 310 994

Librarian Attitudes
- Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report. 82p. 1mf. L1 ED 310 776

Libraries
- Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials. 7p. 1mf. L1 ED 310 993
- Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials. 9p. 1mf. L1 ED 310 992
- Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles. 23p. 1mf. L1 ED 310 991

Library Acquisition
- Collection Development Policies for the RWC Learning Resources Center. 63p. 1mf. L1 ED 310 782

Library Automation
- Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report. 82p. 1mf. L1 ED 310 776
- U.S. Information Ambassadors: The Library/Book Fellows Program. 21p. 1mf. L1 ED 310 795

Library Collection Development
- Collection Development Policies for the RWC Learning Resources Center. 63p. 1mf. L1 ED 310 782
- Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25. 45p. 1mf. L1 ED 310 792
- U.S. Information Ambassadors: The Library/Book Fellows Program. 21p. 1mf. L1 ED 310 795

Library Collections
- Collection Development Policies for the RWC Learning Resources Center. 63p. 1mf. L1 ED 310 782

Library Education
- Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report. 47p. 1mf. L1 ED 310 769
- Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88. 70p. 1mf. L1 ED 310 768

Library Facilities
- Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5. 20p. 1mf. L1 ED 310 771

Library History
- Library Index to "The History of the Women's Club Movement in America." 51p. 1mf. L1 ED 310 788

Library Material Selection
- Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report. 74p. 1mf. L1 ED 310 773
- Jail Library Service: A Guide for Librarians and Administrators. 134p. 2mf. L1 ED 310 777

Library Materials
- Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5. 20p. 1mf. L1 ED 310 771

Library of Congress
- Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1. 44p. 1mf. L1 ED 310 770

Library Personnel
- Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report. 82p. 1mf. L1 ED 310 776

Library Role
- Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988). 51p. 1mf. L1 ED 310 783

Library Schools
- Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88. 70p. 1mf. L1 ED 310 768

Library Services
- Children's Programs in an Era of Scarce Resources Chapter Five . 44p. 1mf. L1 ED 311 099
- Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report. 74p. 1mf. L1 ED 310 773
- Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988). 51p. 1mf. L1 ED 310 783
- Jail Library Service: A Guide for Librarians and Administrators. 134p. 2mf. L1 ED 310 777
- Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI. 76p. 1mf. L1 ED 310 790
- Public Library Information and Referral Project: Phase I, Survey. 120p. 2mf. L1 ED 310 775

Library Services and Construction Act
- Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI. 76p. 1mf. L1 ED 310 790

Library Technical Processes
- Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1. 44p. 1mf. L1 ED 310 770

License Agreements
- Use of Satellites by Education: Licences, Copyright and Contracts. 20p. 1mf. L1 ED 310 748

Life Style
- Health Lifestyle Analysis of Faculty Staff and Employees at the University of Montevallo in 1982 to 1988. 16p. 1mf. L1 ED 310 678

Lifelong Learning
- Michigan Opportunity Card. 15p. 1mf. L1 ED 310 347

Lifetime Sports
- Volleyball. Steps to Success. 237p. mf. L3 ED 311 035

Light
- Art 7 & 8: Teacher Guide. 42p. 1mf. L1 ED 310 964

Limited English Speaking
- "Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update. 52p. 1mf. L1 ED 311 105
- Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988. 39p. 1mf. L1 ED 310 639
- Bilingual Pupil Services (B.P.S.), 1987-88. 44p. 1mf. L1 ED 310 640
- Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88. 39p. 1mf. L1 ED 310 635
- Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988. 34p. 1mf. L1 ED 310 638
- Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students. 74p. 1mf. L1 ED 310 630
- Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors. 66p. 1mf. L1 ED 310 612
- Introduction to Bilingual Education. A Manual for Trainers. 178p. 2mf. L1 ED 310 634
- Language Census Report for California Public Schools, 1988. 21p. 1mf. L2 ED 310 623
- Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects. 21p. 1mf. L1 ED 310 923
- Native Language Proficiency as a Predictor of LEP Students' Growth in English. 20p. 1mf. L1 ED 310 632
- Project CABE 1986-1987: O.E.A. Evaluation Section Report. 41p. 1mf. L1 ED 310 609
- Project RECURSO, 1987-1988. 27p. 1mf. L1 ED 310 636
- Tailored Educational Evaluation Program. 209p. 3mf. L1 ED 311 091
- Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39. 54p. 1mf. L1 ED 311 065

Linguistic Competence
- Language of Adults and Its Influence on Children's Developing Literacy. 32p. 1mf. L1 ED 310 370

Linguistic Theory
- Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988). 151p. 2mf. L1 ED 310 619
- Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22, Spring 1989. 47p. 1mf. L1 ED 310 633

Linguistics
- Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988). 151p. 2mf. L1 ED 310 619

Linking Agents
- Business/Industry/Education Linkages. A Bibliography Update. 13p. 1mf. L1 ED 310 248
- Coordination and Its Effect in Secondary Schools. 13p. 1mf. L1 ED 310 488

Listening
- "Watson-Barker Listening Test" for High School Students. 17p. 1mf. L1 ED 310 468
- Listening: Theory and Instruction. A Selected, Annotated Bibliography. 9p. 1mf. L2 ED 310 480

Listening Comprehension Tests
- "Watson-Barker Listening Test" for High School Students. 17p. 1mf. L1 ED 310 468

Listening Research
- Listening: Theory and Instruction. A Selected, Annotated Bibliography. 9p. 1mf. L2 ED 310 480

Listening Theory
- Listening: Theory and Instruction. A Selected, Annotated Bibliography. 9p. 1mf. L2 ED 310 480

Literacy
- Language of Adults and Its Influence on Children's Developing Literacy. 32p. 1mf. L1 ED 310 370
- Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes. 49p. 1mf. L2 ED 310 422

Literacy Education
- Adult Basic Education: Reading. 235p. mf. L3 ED 310 377
- Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54. 4p. 1mf. L1 ED 311 120
- Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990. 402p. 5mf. L1 ED 310 270
- Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI. 76p. 1mf. L1 ED 310 790
- Report of the Literacy 2000 Task Force. 34p. 1mf. L1 ED 310 284

Literary Criticism
- Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills. 13p. 1mf. L1 ED 310 421
- Vietnam in the English Classroom. 31p. 1mf. L1 ED 310 407

Literature
- Domain of School Literature: A Framework for Assessment. 8p. 1mf. L1 ED 311 052

Literature Appreciation
- Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students. 89p. 1mf. L1 ED 310 419
- Deep Double Game: Oral Interpretation To Enhance Reading Comprehension. 18p. 1mf. L1 ED 310 373
- Parents Teach Reading, Too. 7p. 1mf. L1 ED 310 359

Literature Reviews
- Cultural and Intellectual Foundations of 20th Century American Photography. 70p. 1mf. L1 ED 310 474

Loan Default
- U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress. 27p. 1mf. L1 ED 310 645

Loan Repayment
- U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress. 27p. 1mf. L1 ED 310 645

Lobbying
- Speak for Yourself. 16p. 1mf. L1 ED 310 990

Local Education Authorities (United Kingdom
- Continuing Professional Development for LEA Staff. FEU Bulletin No. 1. 7p. 1mf. L1 ED 310 272

Local Government
- Future Economic Role of Counties. Employment and Training Issues. 17p. 1mf. L1 ED 310 261
- Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues. 27p. 1mf. L1 ED 310 260
- What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues. 15p. 1mf. L1 ED 310 262

Local History
- Appalachian Childhood. 41p. 1mf. L1 ED 310 896
- Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago. 295p. mf. L3 ED 310 895
- Living Research: Oral History in the Black Community. 13p. 1mf. L1 ED 310 995

Local Issues
- Information Subsidy and Agenda-Building in Local Television News. 23p. 1mf. L1 ED 310 456
- Tax Limitation Movement of the 1970's: A National Perspective Chapter Two . 59p. 1mf. L1 ED 311 096

Locus of Control
- Effects of Computer Assisted Instruction on Mathematics and Locus of Control. 19p. 1mf. L1 ED 310 919

Logical Thinking
- Reasoning by Young Children: Knowing When and When Not To Make an Inference. 13p. 1mf. L1 ED 310 876

Long Range Planning
- Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana. 57p. 1mf. L1 ED 310 249
- RCM as a Decision Making Process. 133p. 2mf. L1 ED 310 538

Longitudinal Studies
- Establishing a Longitudinal Student Tracking System: An Implementation Handbook. 154p. 2mf. L1 ED 310 660

Los Angeles Unified School District CA
- Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520. 96p. 1mf. L1 ED 311 133
- Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132
- Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514. 85p. 1mf. L1 ED 311 134
- Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490. 875p. 10mf. L1 ED 311 135
- Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522. 27p. 1mf. L1 ED 311 131
- Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526. 69p. 1mf. L1 ED 311 130

Loss
- Non-Human Loss in Rural Areas. 9p. 1mf. L1 ED 310 910

Louisiana
- Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana. 15p. 1mf. L1 ED 310 335

Low Income Groups
- Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children. 263p. 3mf. L1 ED 310 904
- Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988. 21p. 1mf. L1 ED 311 117
- Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class. 78p. 1mf. L1 ED 310 855

Lower Class
- Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481. 47p. 1mf. L2 ED 311 122

Lunar Research
- Best We Can Be. 41p. 1mf. L1 ED 310 936
- Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator. 52p. 1mf. L1 ED 310 942

Magnet Schools
- Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526. 69p. 1mf. L1 ED 311 130

Mail Surveys
- Education Reform Survey. 22p. mf. L3 ED 310 503

Mainstreaming
- Integration--How Can We Make It Work? 9p. 1mf. L1 ED 310 575
- Why Change Our Service Delivery in Special Education? 11p. 1mf. L1 ED 310 574

Majors (Students)
- Completions Supplement, Massachusetts Public Higher Education, 1986-87. 173p. 2mf. L1 ED 310 659

Males
- Sexual Harassment: What's Good for the Goose Is Good For the Gander. 16p. 1mf. L1 ED 310 981

Management Development
- Continuing Professional Development for LEA Staff. FEU Bulletin No. 1. 7p. 1mf. L1 ED 310 272
- Culture of Organizations: A Set of Learning Activities for Community Leaders. 52p. 1mf. L1 ED 310 976
- Improving the Preparation of School Administrators: An Agenda for Reform. 33p. 1mf. L1 ED 310 493
- Use of the Assessment Center Method in Administrator Preparation Programs. 37p. 1mf. L1 ED 310 549

Management Information Systems
- Student Tracking Systems in Community Colleges. ERIC Digest, September 1989. 5p. 1mf. L1 ED 310 833

Management Practices
- Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7. 127p. 2mf. L2 ED 310 907

Management Systems
- Distance Education. 91p. 1mf. L2 ED 310 753

Management Teams
- Models of Shared Leadership: Evolving Structures and Relationships. 19p. 1mf. L1 ED 310 490

Mandela (Nelson)
- Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela. 25p. 1mf. L1 ED 310 471

Marital Satisfaction
- Cultural Differences in Premarital Attributions regarding Successful Marriages. 29p. 1mf. L1 ED 310 294

Marketing
- Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988). 180p. 2mf. L1 ED 310 228
- Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance. 5p. 1mf. L1 ED 310 231
- Handbook of Marketing for Continuing Education. 543p. mf. L3 ED 310 665
- Market Strategy Plan For Wayne County Community College. Volume 1. 68p. 1mf. L1 ED 310 807

Maryland
- Growing Up Alone: Children Waiting for Families. 51p. 1mf. L1 ED 310 838

Maslach Burnout Inventory
- Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels. 36p. 1mf. L1 ED 311 074

Mass Media
- Comparative International Media Ethics: In Search of Universals. 71p. 1mf. L2 ED 310 442
- Some Second Thoughts about "Hustler v. Falwell." 38p. 1mf. L1 ED 310 392

Mass Media Effects
- Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination? 29p. 1mf. L1 ED 310 449
- Education of the Active Televiewer of School Age. 17p. 1mf. L1 ED 310 754
- Historical Study of Children's Heroes and Fantasy Play. 48p. 1mf. L1 ED 310 885
- Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985. 14p. 1mf. L1 ED 310 758
- Television Autobiographies: The Audience Speaks for Itself. 34p. 1mf. L1 ED 310 434
- TV Entertainment, News, and Racial Perceptions of College Students. 50p. 1mf. L1 ED 310 477

Mass Media Role
- Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination? 29p. 1mf. L1 ED 310 449
- Criminals Assess Their Treatment by the Media. 17p. 1mf. L1 ED 310 458
- Flow of Foreign News into Six Arab Gulf Newspapers. 33p. 1mf. L1 ED 310 389
- Intertextuality and Television Discourse: The Max Headroom Story. 27p. 1mf. L1 ED 310 462
- New World Journalism in Mauritius: The Credibility of Development News in the Third World. 23p. 1mf. L1 ED 310 382
- Press vs. Professional Wrestling: How the Press Covered WrestleMania III. 38p. 1mf. L1 ED 310 423

Mass Media Use
- Impact of Religiosity on Television Use. 21p. 1mf. L1 ED 310 472
- Intertextuality and Television Discourse: The Max Headroom Story. 27p. 1mf. L1 ED 310 462
- It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time. 26p. 1mf. L1 ED 310 441
- Network Rerun Viewing in the Age of New Programming Services. 31p. 1mf. L1 ED 310 461

Massachusetts
- Completions Supplement, Massachusetts Public Higher Education, 1986-87. 173p. 2mf. L1 ED 310 659
- Excellence in Social Studies Education: The Foundation of Active Citizenship. 44p. 1mf. L1 ED 310 977

Massachusetts Public School Improvement Act
- Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988. 64p. 1mf. L1 ED 311 141

Mastery Tests
- Making It Work! Media Skills in the Curriculum. 12p. 1mf. L1 ED 310 724

Material Development
- Basic Measuring Instrumentation Training Program for New York Institute of Technology. 119p. 2mf. L1 ED 310 243
- Communications: There's Nothing to It But To Do It. 10p. 1mf. L1 ED 310 722
- Faculty Use of Interactive Media Technology. 11p. 1mf. L1 ED 310 815
- Handbook for Designing and Writing Distance Education Materials. 177p. 2mf. L1 ED 310 269
- Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter. 19p. 1mf. L1 ED 310 727
- Ways To Improve Visual Communication. 13p. 1mf. L1 ED 310 728

Mathematical Applications
- Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving. 6p. 1mf. L1 ED 310 912

Mathematical Concepts
- Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders. 16p. 1mf. L1 ED 310 922
- Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802. 128p. 2mf. L1 ED 310 925
- Poor Concept Formation in Mathematics: A Diagnostic Perspective. 82p. 1mf. L1 ED 310 926

Mathematical Enrichment
- Mathematics Projects Handbook. Third Edition. 52p. mf. L3 ED 310 913

Mathematical Formulas
- Power of Algebra. 31p. 1mf. L1 ED 310 916

Mathematical Models
- On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45. 37p. 1mf. L1 ED 311 077

Mathematical Vocabulary
- Poor Concept Formation in Mathematics: A Diagnostic Perspective. 82p. 1mf. L1 ED 310 926

Mathematics Achievement
- Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989. 57p. 1mf. L1 ED 311 140
- Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students. 115p. 2mf. L1 ED 310 921

(Continued)

Mathematics Achievement *(Continued)*
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

Mathematics Curriculum
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914
Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802.
128p. 2mf. L1 ED 310 925
Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.
34p. 1mf. L1 ED 310 930

Mathematics Education
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Mathematics Instruction
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914
Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
19p. 1mf. L1 ED 310 919
Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
115p. 2mf. L1 ED 310 921
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects.
21p. 1mf. L1 ED 310 923
Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969
MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637
Power of Algebra.
31p. 1mf. L1 ED 310 916
Teaching Mathematics from a Chemist's Viewpoint.
14p. 1mf. L1 ED 310 803

Mathematics Materials
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928
Geometry. Mathematics Series: Principles, Concepts and Applications.
235p. 3mf. L2 ED 310 933
Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
115p. 2mf. L1 ED 310 921
Power of Algebra.
31p. 1mf. L1 ED 310 916

Mathematics Projects
Mathematics Projects Handbook. Third Edition.
52p. mf. L3 ED 310 913

Mathematics Skills
Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders.
16p. 1mf. L1 ED 310 922
Mathematics Projects Handbook. Third Edition.
52p. mf. L3 ED 310 913
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems.
11p. 1mf. L1 ED 310 920

Mathematics Teachers
Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving.
6p. 1mf. L1 ED 310 912
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637

Mathematics Tests
Geometry. Mathematics Series: Principles, Concepts and Applications.
235p. 3mf. L2 ED 310 933
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
85p. 1mf. L1 ED 311 049
MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917

Mauritius
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
23p. 1mf. L1 ED 310 382

Max Headroom
Intertextuality and Television Discourse: The Max Headroom Story.
27p. 1mf. L1 ED 310 462

McCarthyism
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666

McGuffey (William)
William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
12p. 1mf. L1 ED 310 348

McGuffey Readers
William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
12p. 1mf. L1 ED 310 348

Measurement Equipment
Basic Measuring Instrumentation Training Program for New York Institute of Technology.
119p. 2mf. L1 ED 310 243

Measurement Techniques
Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067

Media Bias
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395

Media Coverage
African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460
Criminals Assess Their Treatment by the Media.
17p. 1mf. L1 ED 310 458
Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415

Media Ethics
Comparative International Media Ethics: In Search of Universals.
71p. 1mf. L2 ED 310 442
What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
28p. 1mf. L1 ED 310 447

Media Research
Comparative International Media Ethics: In Search of Universals.
71p. 1mf. L2 ED 310 442
Computer Conferencing in Distance Education.
26p. 1mf. L1 ED 310 734
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
26p. 1mf. L1 ED 310 441
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
24p. 1mf. L1 ED 310 478

Media Responsibility
Criminals Assess Their Treatment by the Media.
17p. 1mf. L1 ED 310 458

Media Selection
Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628
Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724

Media Specialists
Communications: There's Nothing to It But To Do It.
10p. 1mf. L1 ED 310 722

Mediation
Toward an Ethics of Communication.
30p. 1mf. L1 ED 310 427

Medicaid
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Medical College Admission Test
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689

Medical Schools
Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
102p. 2mf. L1 ED 310 690
Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689

Medical Services
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470
Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

Memory
Memory Organization in the Bilingual/Second Language Learner.
14p. 1mf. L2 ED 310 621

Memphis State University TN
What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Mental Disorders
Medications Frequently Used To Treat Persons with Mental Illness.
27p. 1mf. L1 ED 310 607
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Mental Retardation
Idiots Savants: Retarded and Gifted.
9p. 1mf. L1 ED 310 576
Social Change and Special Education.
14p. 1mf. L1 ED 310 583

Mentors
Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029

Merit Scholarships
Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
5p. 1mf. L1 ED 310 718

Message Stimuli
Messages as Experimental Stimuli: Design, Analysis, and Inference.
23p. 1mf. L1 ED 310 452

Meta Analysis
Problems Affecting Evaluation of Distance Education in Developing Countries.
13p. 1mf. L1 ED 310 743

Metacognition
Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders.
42p. 1mf. L1 ED 310 374
New Model of Concept Teaching and Learning.
27p. 1mf. L1 ED 311 032

Metacomprehension
Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders.
42p. 1mf. L1 ED 310 374

Metal Working
Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275

Mexican Americans
Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294
Tailored Educational Evaluation Program.
209p. 3mf. L1 ED 311 091

Mexico
Similarities and Differences in Distance Education in Mexico and the U.S.
27p. 1mf. L1 ED 310 746

Michigan
Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Michigan (Saginaw)
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Michigan Opportunity Card
Michigan Opportunity Card.
15p. 1mf. L1 ED 310 347

Michigan Technological University
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Microcomputers
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
32p. 1mf. L1 ED 310 741
Observational Study of Social Processes in Microcomputer Classrooms.
22p. 1mf. L1 ED 310 742
Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Microeconomics
Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650

Microfiche
Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress.
23p. 1mf. L1 ED 310 791

Micrometers
Basic Measuring Instrumentation Training Program for New York Institute of Technology.
119p. 2mf. L1 ED 310 243

Mid State Educational Telecommunication Coo
Distance Education.
91p. 1mf. L2 ED 310 753

Middle East
Teaching Political Science in the Arab World.
22p. 1mf. L1 ED 310 952

Middle Management
Advertisers and Advertising Agencies: A National Survey of Current Attitudes toward Advertising Graduates.
24p. 1mf. L1 ED 310 455

Middle Schools
Improving Student Achievement through a Systematic Instructional Monitoring Plan.
28p. 1mf. L1 ED 310 511
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program.
27p. 1mf. L1 ED 310 492
Support Groups for Identified "At Risk" Middle School/Junior High School Students.
16p. 1mf. L1 ED 310 301

Migrant Children
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
34p. 1mf. L1 ED 311 114

Migrant Education
Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987).
76p. 1mf. L2 ED 310 903

Migrant Problems
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children.
34p. 1mf. L1 ED 311 114

Migrant Programs
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Military Personnel
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance.
5p. 1mf. L1 ED 310 231

Military Training
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.
71p. 1mf. L1 ED 310 252

Minimum Competency Testing
Teacher Competency Testing: Panacea or Pandora's Box?
27p. 1mf. L1 ED 311 028

Mining
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Minnesota
Transition in Minnesota.
10p. 1mf. L1 ED 310 567

Minority Group Children
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136
Rochester Initiative.
12p. 1mf. L1 ED 311 121
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Minority Group Influences
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

Minority Group Teachers
Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716
Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

Minority Groups
Campus Trends, 1989. Higher Education Panel Report No. 78.
84p. 1mf. L1 ED 310 700
Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821
Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704
Effects of Computer Assisted Instruction on Mathematics and Locus of Control.
19p. 1mf. L1 ED 310 919
Evaluation of the Supergraduate Program, Phase 1.
20p. 1mf. L1 ED 310 809
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056
Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.
19p. 1mf. L1 ED 311 044
Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102
Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Misconceptions
Geometric Understanding and Misconceptions among Gifted Fourth-Eighth Graders.
16p. 1mf. L1 ED 310 922
Poor Concept Formation in Mathematics: A Diagnostic Perspective.
82p. 1mf. L1 ED 310 926
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Missouri
Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821
Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822
Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823
Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
130p. 2mf. L1 ED 311 107
Teachers for the 21st Century. Report of the Task Force on Teacher Education.
31p. 1mf. L1 ED 311 025

Mixed Age Groups
Teachers Initiating Change towards More Flexible Curriculum Practices.
18p. 1mf. L1 ED 310 864

Mnemonics
New Model of Concept Teaching and Learning.
27p. 1mf. L1 ED 311 032

Mobility Aids
Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570

Mock Trials
Student Lawyers on Trial: An Ethnographic Study of a Trial Practice Class.
19p. 1mf. L1 ED 310 473

Models
Activating, Measuring and Manipulating Interest in an Artistic Event: An Initial Interest Modification Model.
34p. 1mf. L1 ED 310 437
Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31.
212p. 3mf. L1 ED 311 069
Using Grunig's "Indices for Models of Public Relations" To Differentiate Job Functions within Organizations.
22p. 1mf. L1 ED 310 475

Moderate Mental Retardation
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603

Modernization
Government Planning and Decision-Making in Education and Other Social Policy Fields.
18p. 1mf. L1 ED 310 507

Molds (Biology)
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
20p. 1mf. L1 ED 310 771

Money Management
Business Management for Independent Schools. Third Edition.
145p. 2mf. L2 ED 310 495
Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277

Moon
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator.
52p. 1mf. L1 ED 310 942

Moral Development
Offering Moral Education.
8p. 1mf. L1 ED 310 546

Moral Values
Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
14p. 1mf. L1 ED 310 740
Offering Moral Education.
8p. 1mf. L1 ED 310 546
Sex Differences in Moral Decision Making.
20p. 1mf. L1 ED 310 329

Morale
Judgments of Sexism on the Job: An Attributional Model.
11p. 1mf. L1 ED 310 320

Mosaic Theory of Confidentiality
Tilting the Balance toward Secrecy: "Mosaic" Theory and Release of Information under the Freedom of Information Act.
43p. 1mf. L1 ED 310 448

Mothers
Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316
Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
25p. 1mf. L1 ED 310 875

Motion
Art 7 & 8: Teacher Guide.
42p. 1mf. L1 ED 310 964

Motivation
Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123
Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352

Motivation Techniques
Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
17p. 1mf. L1 ED 311 047

Motor Vehicles
Introduction to Automotive Service. Teacher Edition. Automotive Service Series.
1461p. 16mf. L2 ED 310 278

Multicultural Education
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892
Multicultural Education: Issues and Perspectives.
337p. mf. L3 ED 311 102

Multidimensional Models
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
85p. 1mf. L1 ED 311 049

Multimedia Instruction
Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.
158p. 2mf. L2 ED 310 764

Multiple Choice Tests
Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362

Multiple Disabilities
Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
214p. 3mf. L1 ED 310 559
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587
Children's Project: A Residential Option for Children with Developmental Disabilities.
10p. 1mf. L1 ED 310 562

Multiple Employment
Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Multisensory Learning
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603

Multitrait Multimethod Techniques
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender.
36p. 1mf. L1 ED 311 059

Multivariate Analysis
Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
13p. 1mf. L1 ED 311 070

Music
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954
Music in Early Childhood.
17p. 1mf. L1 ED 310 863

Music Activities
Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001
Elementary Music: Curriculum Guide, 1989.
381p. 4mf. L1 ED 310 958

Music Appreciation
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll.
37p. 1mf. L1 ED 310 446

Music Education
Annotated Bibliography of Literature Involving the Topic of the Curricular Status of Music Education in the Public Schools.
42p. 1mf. L1 ED 311 001
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979
Elementary Music: Curriculum Guide, 1989.
381p. 4mf. L1 ED 310 958
International Directory of Approved Music Education: Doctoral Dissertations in Progress.
173p. 2mf. L1 ED 310 989
Music in Early Childhood.
17p. 1mf. L1 ED 310 863

Music Teachers
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979

Music Techniques
Elementary Music: Curriculum Guide, 1989.
381p. 4mf. L1 ED 310 958

National Aeronautics and Space Administrati
NASA and the Educational Community. An Inventory of Programs.
173p. 2mf. L1 ED 310 932
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series.
171p. 2mf. L1 ED 310 941
Spinoff 1985.
133p. 2mf. L1 ED 310 944
Spinoff 1986.
132p. 2mf. L1 ED 310 945

National Assessment of Educational Progress
Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525
What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

National Assessment Planning Project
Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

National Association Elementary School Prin
Offering Moral Education.
8p. 1mf. L1 ED 310 546

National Association Secondary School Princ
Measurement Practices Used in the Certification of Educators.
39p. 1mf. L1 ED 310 547

National Center for Research Vocational Edu
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

National Defense
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980

National Education Association
Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668
Higher Education Advocate. Volume VI, Number 1-12.
54p. 1mf. L1 ED 310 667

National Policy
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

National Postsecondary Student Aid Study
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

National Programs
Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737
Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668

National Teacher Examinations
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

National Technical Information Service
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781

National Technological University
Distance Education.
91p. 1mf. L2 ED 310 753

Natural Resources
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911

Naturalistic Observation
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
24p. 1mf. L1 ED 310 478

Needs Assessment
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.
30p. 1mf. L1 ED 310 873
Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634
Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288
Study of Supervisory Priorities of First-Time High School Principals.
19p. 1mf. L1 ED 310 526
Study of the Change Efforts among First-Time High School Principals.
21p. 1mf. L1 ED 310 527
Transition in Minnesota.
10p. 1mf. L1 ED 310 567

Netherlands
Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488
Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605

Network Based Learning Systems
Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Neurological Impairments
Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
23p. 1mf. L1 ED 310 595

Nevada (Round Mountain)
Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

New Caledonia
Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993

New Hampshire
Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
17p. 1mf. L1 ED 310 534

New Jersey
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
74p. 1mf. L1 ED 310 630
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674
Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117

New Jersey High School Proficiency Test
High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.
99p. 2mf. L1 ED 311 086

New York
Art 7 & 8: Teacher Guide.
42p. 1mf. L1 ED 310 964
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.
27p. 1mf. L1 ED 310 669
Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966
Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811
Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
76p. 1mf. L1 ED 310 688
Study of Current In-School Suspension Programs in New York State.
156p. 2mf. L2 ED 311 137

New York (New York)
Parents Make a Difference.
21p. 1mf. L1 ED 311 138
Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

New York (Rochester)
Rochester Initiative.
12p. 1mf. L1 ED 311 121

New York City Board of Education
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
65p. 1mf. L1 ED 311 145
Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
92p. 1mf. L1 ED 311 144
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637

New Zealand
Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
15p. 1mf. L1 ED 310 998
Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853

News Directors
What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
28p. 1mf. L1 ED 310 447

News Media
Access to Current Information Online.
27p. 1mf. L1 ED 310 796
Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479
Ethical Implications of Digital Imaging in Photojournalism.
21p. 1mf. L1 ED 310 397
New World Journalism in Mauritius: The Credibility of Development News in the Third World.
23p. 1mf. L1 ED 310 382
Press vs. Professional Wrestling: How the Press Covered WrestleMania III.
38p. 1mf. L1 ED 310 423
Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443
What's Ethical and What's Not in Electronic Journalism: Perceptions of News Directors. Radio-Television Journalism.
28p. 1mf. L1 ED 310 447

News Reporters
Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412

News Reporting
Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412
Criminals Assess Their Treatment by the Media.
17p. 1mf. L1 ED 310 458
Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views.
31p. 1mf. L1 ED 310 479
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign.
27p. 1mf. L1 ED 310 391
Information Subsidy and Agenda-Building in Local Television News.
23p. 1mf. L1 ED 310 456
News and the "Indian Problem" in the Antebellum Period.
39p. 1mf. L1 ED 310 395
Press vs. Professional Wrestling: How the Press Covered WrestleMania III.
38p. 1mf. L1 ED 310 423
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415
Spanish-American War: "You Furnish the Pictures, I'll Furnish the War."
33p. 1mf. L1 ED 310 459

Newsletters
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
19p. 1mf. L1 ED 310 727

Newspapers
Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476
Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign.
27p. 1mf. L1 ED 310 391
Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability.
22p. 1mf. L1 ED 310 386
Flow of Foreign News into Six Arab Gulf Newspapers.
33p. 1mf. L1 ED 310 389
How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408
Indians and Public Opinion in the Age of Reform: The Case of the Poncas.
39p. 1mf. L1 ED 310 394
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Nigeria
Educational Orientation of Nigerian Adult Learners.
16p. 1mf. L1 ED 310 229

Nineteenth Century
Semiotic and Society in Nineteenth-Century America.
20p. 1mf. L1 ED 310 982

Niue
Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials.
9p. 1mf. L1 ED 310 992

Noncredit Courses
Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Nonformal Education
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911
Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Nontraditional Education
Comparison of Learning Styles in Traditional and Non-Traditional Students.
15p. 1mf. L1 ED 310 671
Non-Traditional Students: Adults in Transition.
22p. 1mf. L1 ED 310 686
Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682
Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496
School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338

Nontraditional Students
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Nonverbal Communication
Frame of Reference: Communicating with Understanding. Essay and Exercises.
17p. 1mf. L1 ED 310 426

North American History
Christopher Columbus: The Hero and the Historians.
22p. 1mf. L1 ED 310 974
Columbus and Ecological Imperialism.
14p. 1mf. L1 ED 310 973

North Carolina
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools.
50p. 1mf. L1 ED 310 385
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.
155p. 2mf. L1 ED 310 251
Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513
Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498
Statistical Abstract of Higher Education in North Carolina, 1988-89.
251p. 3mf. L1 ED 310 644

Norway
How To Make a Curriculum: The 1987 Guidelines for Curriculum Development in the Norwegian High School--A New Paradigma in Curriculum Development Practice?
17p. 1mf. L1 ED 310 487

Novikoff (Alex)
Stalking the Academic Communist. Intellectual Freedom and the Firing of Alex Novikoff.
300p. mf. L3 ED 310 666

Nuclear Family
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
90p. 1mf. L1 ED 310 339

Nuclear Power Plant Technicians
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station.
241p. 3mf. L1 ED 310 244

Numeric Databases
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Nurse Patient Relationship
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Nurse Practitioners
Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Nurses
Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.
46p. 1mf. L1 ED 310 642

Nurses Aides
Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Nursing
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion.
110p. 2mf. L1 ED 310 677

Nursing Education
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257

Nursing Homes
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298
Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Nutrition
Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
54p. 1mf. L1 ED 311 027
Health and Nutrition: Preconditions for Educational Achievement.
12p. 1mf. L1 ED 310 862
Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851

Nutrition Instruction
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Nye County School District NV
Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Obscenity
Federal Communications Commission and Broadcast Indecency.
52p. 1mf. L1 ED 310 466

Occupational Aspiration
Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542

Occupational Home Economics
Home Economics I. Teacher Edition.
1273p. 14mf. L2 ED 310 273

Occupational Information
Johnson County Community College Career Programs: Employment, Salary and Placement Information.
59p. 1mf. L1 ED 310 826
Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823
Study of Supervisory Priorities of First-Time High School Principals.
19p. 1mf. L1 ED 310 526

Occupational Safety and Health
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station.
241p. 3mf. L1 ED 310 244
Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition.
516p. 6mf. L2 ED 310 276
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Occupational Tests
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056
Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Off Campus Facilities
Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822

Office of Technology Assessment
Linking for Learning. A New Course for Education. Summary.
31p. 1mf. L1 ED 310 766
Linking for Learning. A New Course for Education.
191p. 2mf. L1 ED 310 765
Linking for Learning: A New Course for Education. OTA Report Brief.
3p. 1mf. L1 ED 310 767

Official Languages
Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626

Ohio County School District WV
North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Oklahoma
Home Economics I. Teacher Edition.
1273p. 14mf. L2 ED 310 273
Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition.
516p. 6mf. L2 ED 310 276

Older Adults
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112
Facet Analysis of the Client Needs Assessment Instrument.
18p. 1mf. L1 ED 311 068
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

On Campus Students
Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

On the Job Training
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

One Parent Family
Intensity and Sequence of Parental Discipline in High-Risk Families.
10p. 1mf. L1 ED 310 849
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
90p. 1mf. L1 ED 310 339
Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Online Catalogs
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).
51p. 1mf. L1 ED 310 783

Online Searching
Access to Current Information Online.
27p. 1mf. L1 ED 310 796
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781

Online Systems
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25.
45p. 1mf. L1 ED 310 792

Ontario
Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Open Learning Institute BC
Distance Education.
91p. 1mf. L2 ED 310 753

Open University (Great Britain)
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720

Opinion Polls
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign.
27p. 1mf. L1 ED 310 391

Opinions
How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408

Optical Data Disks
CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series.
27p. 1mf. L1 ED 310 797
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).
51p. 1mf. L1 ED 310 783

Oral History
Living Research: Oral History in the Black Community.
13p. 1mf. L1 ED 310 995
Oral Histories of Latino Academics: Work in Progress.
30p. 1mf. L1 ED 310 716

Oral Interpretation
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373

Oral Language
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
68p. 1mf. L1 ED 310 618

Ordering Theory
Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Oregon
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary.
31p. 1mf. L1 ED 310 842
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Oregon Community College System
Oregon Office of Community College Services: Profile, 1987-88.
129p. 2mf. L1 ED 310 827

Organizational Change
Government Planning and Decision-Making in Education and Other Social Policy Fields.
18p. 1mf. L1 ED 310 507

Organizational Communication
Case Study of Newspaper Employee Perceptions of Communications Variables Related to Organizational Climate, Immediate Supervisor and Top Management.
25p. 1mf. L1 ED 310 476
Culture of Organizations: A Set of Learning Activities for Community Leaders.
52p. 1mf. L1 ED 310 976

Organizational Culture
Culture of Organizations: A Set of Learning Activities for Community Leaders.
52p. 1mf. L1 ED 310 976

Organizational Effectiveness
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517
Higher Education Advocate. Volume VI, Number 1-12.
54p. 1mf. L1 ED 310 667
Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

Organizational Objectives
Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668
Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

Organizational Skills
Strategies for Keeping Papers Organized.
4p. 1mf. L1 ED 310 349

Organizational Theories
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Organizations (Groups)
ACCIS Guide to United Nations Information Sources on the Environment.
152p. 2mf. L1 ED 310 929

Organizing Strategies
Strategies for Keeping Papers Organized.
4p. 1mf. L1 ED 310 349

Ornithology
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615

Out of State Students
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.
27p. 1mf. L1 ED 310 669

Outcomes of Education
Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.
71p. 1mf. L1 ED 310 252
Career Student Follow-Up: Class of 1987-88.
60p. 1mf. L1 ED 310 824
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270
Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
154p. 2mf. L1 ED 310 660
Evaluation of the Junior High School Student Assistance Program. Publication No. 495.
115p. 2mf. L1 ED 311 132
Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
99p. 2mf. L1 ED 310 837
Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
45p. 1mf. L1 ED 310 834
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.
28p. 1mf. L1 ED 310 652
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833
Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
17p. 1mf. L1 ED 310 653
1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.
27p. 1mf. L1 ED 310 825

Outreach Programs
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691
Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822
Model for Rural Social Service Outreach.
15p. 1mf. L1 ED 310 909
NASA and the Educational Community. An Inventory of Programs.
173p. 2mf. L1 ED 310 932
Outreach College. Design and Implementation.
126p. 2mf. L1 ED 310 245

Pacific Basin Countries
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
9p. 1mf. L1 ED 311 000

Pacific Islands
Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

Pacific Northwest Tribes
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

Palau
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Paper (Material)
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5.
20p. 1mf. L1 ED 310 771

Parent Attitudes
Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
96p. 1mf. L1 ED 311 133
Forgiveness as a Psychological Antecedent of Perceived Parental Nurturance.
10p. 1mf. L1 ED 310 333
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856
Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

Parent Child Relationship
Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867
Effects of Joint Activity Intervention on Children's Pragmatic Language Skills.
12p. 1mf. L1 ED 310 573
Forgiveness as a Psychological Antecedent of Perceived Parental Nurturance.
10p. 1mf. L1 ED 310 333
Intensity and Sequence of Parental Discipline in High-Risk Families.
10p. 1mf. L1 ED 310 849
Language of Adults and Its Influence on Children's Developing Literacy.
32p. 1mf. L1 ED 310 370
Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839
Peer Leadership Manual.
81p. 1mf. L1 ED 310 302
Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879

Parent Education
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
81p. 1mf. L1 ED 310 870

(Continued)

Parent Education *(Continued)*

Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
131p. 2mf. L1 ED 310 871

Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839

Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Parent Empowerment

Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Parent Participation

Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125

Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
115p. 2mf. L1 ED 310 921

Parent Empowerment Packet (PEP).
407p. 5mf. L1 ED 310 580

Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
78p. 1mf. L1 ED 310 855

Parent Responsibility

Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846

Parent Role

Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867

Parent School Relationship

Coordination and Its Effect in Secondary Schools.
13p. 1mf. L1 ED 310 488

Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6.
117p. 2mf. L1 ED 310 893

Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Project RECURSO, 1987-1988.
27p. 1mf. L1 ED 310 636

Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

Parent Student Relationship

Parents Teach Reading, Too.
7p. 1mf. L1 ED 310 359

Parents as Teachers

Parents Teach Reading, Too.
7p. 1mf. L1 ED 310 359

Parochial Schools

Private Schools of the United States, Volumes 1 and 2. 1988 Edition.
1298p. mf. L3 ED 310 539

Part Time Faculty

Matches and Mismatches: What Part-Time English Instructors Know and Want To Learn.
11p. 1mf. L1 ED 310 798

Part Time Students

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Participant Characteristics

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters.
108p. 2mf. L1 ED 310 254

What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Participant Satisfaction

Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
99p. 2mf. L1 ED 310 837

Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
45p. 1mf. L1 ED 310 834

1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.
27p. 1mf. L1 ED 310 825

Participation

What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Participative Decision Making

Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
22p. 1mf. L1 ED 310 533

Models of Shared Leadership: Evolving Structures and Relationships.
19p. 1mf. L1 ED 310 490

Partnerships

Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
122p. 2mf. L1 ED 311 110

Partnerships in Education

Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Rochester Initiative.
12p. 1mf. L1 ED 311 121

Patent Medicines

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

Patients

Health Care and the Social Construction of AIDS: Impact of Disease Definitions on Psychosocial Adaptation and Economic Circumstances.
27p. 1mf. L1 ED 310 334

HIV-Infected Patient and Family Social Support.
8p. 1mf. L1 ED 310 307

Paying For College

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715

Peace

Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953

Teaching International Politics in High School.
163p. 2mf. L2 ED 310 996

Pedestrian Traffic

Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Peer Counseling

Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Peer Evaluation

Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course.
19p. 1mf. L1 ED 310 831

Peer Groups

Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Peer Teaching

Annotated Bibliography of Current Literature on the Mentoring of Teachers: Collegial Mentoring Promotes Dual Professional Growth.
59p. 1mf. L1 ED 311 029

Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Peer Coaching as a Method of Staff Development: An Annotated Bibliography.
53p. 1mf. L1 ED 311 031

Peer Tutoring. A Guide to Learning by Teaching.
184p. mf. L3 ED 311 006

Pell Grant Program

Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

Pennsylvania

Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Perceptual Development

Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Performance

Leading Students to Optimal Performance through Motivation.
46p. 1mf. L1 ED 310 306

Performance Factors

Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument.
25p. 1mf. L1 ED 311 023

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.
19p. 1mf. L1 ED 311 053

Performance Funding

Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

Performance Management

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Perinatal Influences

Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
25p. 1mf. L1 ED 310 875

Periodicals

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444

Persistence

Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123

Personal Autonomy

New Life-Style for Persons with Severe Disabilities: Supported Independence.
11p. 1mf. L1 ED 310 563

Personal Narratives

Television Autobiographies: The Audience Speaks for Itself.
34p. 1mf. L1 ED 310 434

Personality

Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability.
8p. 1mf. L1 ED 310 878

Personality Assessment

Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316

Empathy, Self-Esteem and Creativity among Junior Ballet Dancers.
14p. 1mf. L1 ED 311 026

Personality Traits

Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295

Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Sex, Empathy, and Social Skills as Predictors of Social Support.
13p. 1mf. L1 ED 310 328

Trait Distinctiveness in the Ideal-Self Concept.
29p. 1mf. L1 ED 310 318

Personnel Evaluation

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Introduction to the Assessment Center Method.
26p. 1mf. L1 ED 310 545

Relationships between Personnel Tests, Age, and Job Performance.
20p. 1mf. L1 ED 310 330

Personnel Needs

Distance Education.
91p. 1mf. L2 ED 310 753

Personnel Policy

Exit Interview: A Generic Model.
13p. 1mf. L1 ED 310 523

Personnel Selection

Introduction to the Assessment Center Method.
26p. 1mf. L1 ED 310 545

Persuasive Discourse

"Ladies' Home Journal" between 1890 and 1906: The Influence of Its Crusade To Regulate Food and Drug Products.
34p. 1mf. L1 ED 310 463

Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
10p. 1mf. L1 ED 310 469

Philanthropic Foundations

Foundation Grants Handbook.
15p. 1mf. L2 ED 310 709

Proposal Development Handbook.
10p. 1mf. L2 ED 310 710

Phonology

Variation in Second Language Phonology.
14p. 1mf. L2 ED 310 622

Photographic Equipment

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Photographs

African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444

Landscape Documentary: Unveiling the Face of "Wasteland."
19p. 1mf. L1 ED 310 450

Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988).
48p. 1mf. L2 ED 310 778

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Photography

Cultural and Intellectual Foundations of 20th Century American Photography.
70p. 1mf. L1 ED 310 474

Landscape Documentary: Unveiling the Face of "Wasteland."
19p. 1mf. L1 ED 310 450

Photography, Pixels and New Technology: Is There a "Paradigm Shift?"
21p. 1mf. L1 ED 310 388

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Photojournalism

African-American Picture Coverage in "Life," "Newsweek," and "Time," 1937-1988.
34p. 1mf. L1 ED 310 460

Digital Alteration of Photographs in Magazines: An Examination of the Ethics.
21p. 1mf. L1 ED 310 444

Landscape Documentary: Unveiling the Face of "Wasteland."
19p. 1mf. L1 ED 310 450

Photography, Pixels and New Technology: Is There a "Paradigm Shift?"
21p. 1mf. L1 ED 310 388

Spanish-American War: "You Furnish the Pictures, I'll Furnish the War."
33p. 1mf. L1 ED 310 459

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Physical Attractiveness

Physical Attractiveness and Judged Suitability for Leadership.
10p. 1mf. L1 ED 310 317

Physical Disabilities

Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581

Critical Factors in the Prescription of Technical Aids.
11p. 1mf. L1 ED 310 570

Manual for Accessibility: Conference, Meeting, and Lodging Facilities . Revised.
54p. 1mf. L1 ED 310 606

Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605

Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Physical Education

Characteristics of Field-Dependent Children in Instructional Settings.
34p. 1mf. L1 ED 310 883

Softball. Steps to Success.
216p. mf. L3 ED 311 037

Physical Education Teachers

Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers.
45p. 1mf. L1 ED 311 020

Physical Health

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23.
60p. 1mf. L1 ED 311 016

Physician Patient Relationship

Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Physicians

Comparison of Subjects' Perceptions of Physician and Nurse Practitioner Compliance-Gaining Strategies.
49p. 1mf. L1 ED 310 470

Physics

Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition.
57p. 1mf. L1 ED 310 947

Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.
35p. 1mf. L1 ED 310 918

Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931

Piagetian Theory

Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Pioneer Program (NASA)

Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

Place of Residence

Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

Placement

Children's Project: A Residential Option for Children with Developmental Disabilities.
10p. 1mf. L1 ED 310 562

Growing Up Alone: Children Waiting for Families.
51p. 1mf. L1 ED 310 838

Planning

Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Planning Commissions

Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799

Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana.
57p. 1mf. L1 ED 310 249

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

Play

Effects of Joint Activity Intervention on Children's Pragmatic Language Skills.
12p. 1mf. L1 ED 310 573

Poetry

Keep a Poem in Your Pocket.
8p. 1mf. L1 ED 310 406

Reaching the Heart: Quality Poetry Instruction for Young Children.
7p. 1mf. L1 ED 310 393

Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418

Vision of the Spokane Prophet. Council 108.
39p. 1mf. L2 ED 310 899

Poisons

Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Policy

Collection Development Policies for the RWC Learning Resources Center.
63p. 1mf. L1 ED 310 782

Distance Education.
91p. 1mf. L2 ED 310 753

Policy Formation

Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television.
51p. 1mf. L1 ED 310 440

Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234

Empowering Teachers: The Key to School Based Reform.
10p. 1mf. L1 ED 311 004

High School Dropouts: A Problem for Research, Policy, and Practice.
21p. 1mf. L1 ED 311 092

Major Policy Developments for Early Childhood Services in New Zealand.
16p. 1mf. L2 ED 310 853

Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513

Tennessee's Student Drug Testing Law.
12p. 1mf. L1 ED 310 550

Political Attitudes

Conformity in the Newsroom--A Fresh Look.
54p. 1mf. L1 ED 310 412

Urban and Suburban Residents' Perceptions of Farmers and Agriculture.
15p. 1mf. L1 ED 310 887

Political Issues

Speak for Yourself.
16p. 1mf. L1 ED 310 990

Political Science

Teaching Political Science in the Arab World.
22p. 1mf. L1 ED 310 952

Politics of Education

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Political Systems Theory as an Explanatory Paradigm for a Governance Conflict.
29p. 1mf. L1 ED 310 684

Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513

Teaching Political Science in the Arab World.
22p. 1mf. L1 ED 310 952

Ponca (Tribe)

Indians and Public Opinion in the Age of Reform: The Case of the Poncas.
39p. 1mf. L1 ED 310 394

Popular Culture

Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Popular Education

Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
84p. 1mf. L1 ED 310 970

Popularity

Longitudinal Study of Extremely Popular Children.
14p. 1mf. L1 ED 310 877

Population Growth

Calculating the Financial Impact of Population Growth on Education.
14p. 1mf. L1 ED 310 512

Population Trends

Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Context of 21st-Century Civics and Citizenship.
18p. 1mf. L1 ED 310 984

Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

Postsecondary Education

Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993

Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
15p. 1mf. L1 ED 310 998

International Directory of Approved Music Education: Doctoral Dissertations in Progress.
173p. 2mf. L1 ED 310 989

Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682

Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

Posttraumatic Stress Disorder

Responses Following Sexual and Non-Sexual Assault.
10p. 1mf. L1 ED 310 346

Potential Dropouts

Interventions with Students At-Risk for Dropping Out of School: A High School Responds.
21p. 1mf. L1 ED 310 501

Poverty

Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Macroeconomic Causes of Family Homelessness.
13p. 1mf. L1 ED 310 304

Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122

Poverty Areas

Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
263p. 3mf. L1 ED 310 904

Poverty Programs

Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
138p. 2mf. L1 ED 311 108

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
122p. 2mf. L1 ED 311 110

Power Structure

Pilot Study of Areas of Parent and Child Conflict.
23p. 1mf. L1 ED 310 879

Politics of Planning: Political Clientelism in Educational Innovation.
44p. 1mf. L1 ED 310 513

Preadolescents

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Prediction

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology.
21p. 1mf. L1 ED 310 943

Predictive Measurement

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Predictive Models

Study of the Predictability of School District Bond Ratings.
25p. 1mf. L1 ED 310 481

Predictive Validity

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295

SAT Gender Gap: Identifying the Causes.
198p. 3mf. L2 ED 311 087

Predictor Variables

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Early Secondary School Adjustment for At-Risk and Highest-Risk Students.
43p. 1mf. L1 ED 310 303

Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later.
30p. 1mf. L1 ED 310 340

Is High Self-Esteem a Precondition of "Normal" Behavior?
6p. 1mf. L1 ED 310 331

Predicting Individual Differences in School Anxiety in Early Adolescence.
21p. 1mf. L1 ED 310 884

Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.
46p. 1mf. L1 ED 310 642

Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344

Study of the Predictability of School District Bond Ratings.
25p. 1mf. L1 ED 310 481

What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Pregnancy

Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
25p. 1mf. L1 ED 310 875

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Retrospective Analysis of Decision Making by Pregnant Adolescents Using Janis and Mann's Decisional Conflict Model.
45p. 1mf. L1 ED 310 336

Pregnant Students

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Prerequisites

Determination of Prerequisite Relationships in a Standardized Usage and Expression Test.
23p. 1mf. L1 ED 311 050

Preschool Children

Behavioral Referents of Presented Self-Esteem in Young Children.
17p. 1mf. L1 ED 310 854

Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Health, Nutrition and Informal Education of Pre-School Children in South-West Ethiopia.
19p. 1mf. L1 ED 310 851

Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117

Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Preschool Curriculum

Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia.
14p. 1mf. L1 ED 310 882

Preschool Education

Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846

Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children.
38p. 1mf. L1 ED 310 858

Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
131p. 2mf. L1 ED 310 871

Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117

Preschool Evaluation
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3. 131p. 2mf. L1 ED 310 871

Preservation
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.). 27p. 1mf. L1 ED 310 949
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet Number 5. 20p. 1mf. L1 ED 310 771
Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988). 48p. 1mf. L2 ED 310 778
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment. 11p. 1mf. L1 ED 310 729

Preservice Teacher Education
Computerized Decision-Making Training Effects on Social Studies Lesson Planning. 28p. 1mf. L1 ED 310 978
Recruitment and Retention of Minority Students Entering Teacher Education. 7p. 1mf. L1 ED 311 043
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990). 18p. 1mf. L1 ED 310 239
Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014

Presidential Campaigns (United States)
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign. 27p. 1mf. L1 ED 310 391

Presidents of the United States
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense. 134p. 2mf. L1 ED 310 980

Press Law
Constitutional Provisions on the Press: A World View. 26p. 1mf. L1 ED 310 387

Press Opinion
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools. 12p. 1mf. L1 ED 310 415
Spanish-American War: "You Furnish the Pictures, I'll Furnish the War." 33p. 1mf. L1 ED 310 459

Pretend Play
Historical Study of Children's Heroes and Fantasy Play. 48p. 1mf. L1 ED 310 885

Prevention
Infant Group Care Risks. 36p. 1mf. L1 ED 310 874
Peer Leadership Manual. 81p. 1mf. L1 ED 310 302
Support Groups for Identified "At Risk" Middle School/Junior High School Students. 16p. 1mf. L1 ED 310 301
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior. 32p. 1mf. L1 ED 310 508
Weapons in Schools. NSSC Resource Paper. 43p. 1mf. L1 ED 310 536

Priests
Urgent Task: What Bishops and Priests Say about Religious Education Programs. 86p. 1mf. L1 ED 310 965

Primary Education
Discovery. 85p. 1mf. L1 ED 310 946
Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report. 70p. 1mf. L1 ED 311 139

Primary Health Care
Four Stage Approach to Early Childhood Intervention. 22p. 1mf. L1 ED 310 861

Primary Sources
Living Research: Oral History in the Black Community. 13p. 1mf. L1 ED 310 995

PRIME TIME Project IN
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program. 46p. 1mf. L1 ED 310 886

Principals
Catholic School Principal: An Outline for Action (Revised). 40p. 1mf. L1 ED 310 502
Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management. 22p. 1mf. L1 ED 310 533
Cultural Orientations of First-Time High School Principals during Selection and Entry. 31p. 1mf. L1 ED 310 528
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development. 17p. 1mf. L1 ED 310 553
Encouraging School Staff To Collaborate for Instructional Effectiveness. 39p. 1mf. L1 ED 310 557
Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation. 23p. 1mf. L1 ED 310 554
Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7. 127p. 2mf. L2 ED 310 907
Study of Supervisory Priorities of First-Time High School Principals. 19p. 1mf. L1 ED 310 526
Study of the Change Efforts among First-Time High School Principals. 21p. 1mf. L1 ED 310 527
Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument. 25p. 1mf. L1 ED 311 023

Prison Libraries
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report. 74p. 1mf. L1 ED 310 773
Jail Library Service: A Guide for Librarians and Administrators. 134p. 2mf. L1 ED 310 777

Prisoners
Criminals Assess Their Treatment by the Media. 17p. 1mf. L1 ED 310 458
Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567. 18p. 1mf. L1 ED 310 268

Privacy
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended . 20p. 1mf. L1 ED 310 749

Private Agencies
Learning Together: A National Directory of Teen Parenting and Child Care Programs. 197p. 3mf. L2 ED 310 484
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four . 44p. 1mf. L1 ED 311 098

Private Education
Private Schools of the United States, Volumes 1 and 2. 1988 Edition. 1298p. mf. L3 ED 310 539

Private Financial Support
Foundation Grants Handbook. 15p. 1mf. L2 ED 310 709

Private Schools
Business Management for Independent Schools. Third Edition. 145p. 2mf. L2 ED 310 495
Private Schools of the United States, Volumes 1 and 2. 1988 Edition. 1298p. mf. L3 ED 310 539

Private Sector
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper. 9p. 1mf. L1 ED 310 548

Problem Solving
Cooperative Problem-Solving in the Classroom. 3p. 1mf. L1 ED 310 881
Fifth Grade Teachers and Their Students: An Analysis of Beliefs about Mathematical Problem Solving. 6p. 1mf. L1 ED 310 912
Hierarchical Problem Solving as a Means of Promoting Expertise. 9p. 1mf. L1 ED 310 931
Reasoning by Young Children: Knowing When and When Not To Make an Inference. 13p. 1mf. L1 ED 310 876
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems. 11p. 1mf. L1 ED 310 920
Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English. 54p. 1mf. L1 ED 310 418

Problem Solving Assessment
Role of Children's Diagrams and Pictures in Their Solution of Complex Arithmetic Problems. 11p. 1mf. L1 ED 310 920

Process Approach (Writing)
Write Help: A Handbook for Computers in Classrooms. Report No. 6. 250p. 3mf. L1 ED 310 381

Process Education
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54. 4p. 1mf. L1 ED 311 120
Decision Making: An Overlooked Basic Skill. 7p. 1mf. L1 ED 310 971

Production Techniques
Communications: There's Nothing to It But To Do It. 10p. 1mf. L1 ED 310 722
Making It with Media. Transparency Design. 24p. 1mf. L1 ED 310 723
Practical PR for School Media Centers. 18p. 1mf. L1 ED 310 725
Production Fever--Catch It! 24p. 1mf. L1 ED 310 726
Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter. 19p. 1mf. L1 ED 310 727

Professional Associations
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition. 43p. 1mf. L1 ED 310 983

Professional Autonomy
Empowering Teachers: The Key to School Based Reform. 10p. 1mf. L1 ED 311 004

Professional Continuing Education
Continuing Professional Development for LEA Staff. FEU Bulletin No. 1. 7p. 1mf. L1 ED 310 272
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1. 55p. 1mf. L1 ED 310 285
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report. 106p. 2mf. L1 ED 310 774

Professional Development
Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning. 17p. 1mf. L1 ED 310 670
Continuing Professional Development for LEA Staff. FEU Bulletin No. 1. 7p. 1mf. L1 ED 310 272
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada. 136p. 2mf. L1 ED 310 451
Evaluating Career Ladder/Incentive Programs. Sumary of a Report. 17p. 1mf. L1 ED 311 047
Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation. 23p. 1mf. L1 ED 310 554
Institutional Support and Rewards for Academic Staff Involved in Distance Education. 58p. 1mf. L1 ED 310 757

Professional Education
Professional Development Schools: An Exploratory Approach. 14p. 1mf. L1 ED 311 021
Supervision Research in Human Communication Disorders: A State-of-the-Art Review. 174p. 2mf. L1 ED 310 608

Professional Recognition
Information Technology in Schools: Institutional Rewards and Moral Dilemmas. 14p. 1mf. L1 ED 310 740
Institutional Support and Rewards for Academic Staff Involved in Distance Education. 58p. 1mf. L1 ED 310 757

Professional Training
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31. 212p. 3mf. L1 ED 311 069

Professional Wrestling
Press vs. Professional Wrestling: How the Press Covered WrestleMania III. 38p. 1mf. L1 ED 310 423

Professors
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations. 43p. 1mf. L1 ED 311 075
Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels. 36p. 1mf. L1 ED 311 074

Program Administration
Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues. 31p. 1mf. L1 ED 310 259
Volunteers in Leisure. A Management Perspective. 177p. 2mf. L2 ED 311 046
Youth Conservation Corps Guidance. 101p. 2mf. L1 ED 310 250

Program Characteristics
Curriculum Decision Making in Early Childhood Centres in Two Regions of NSW, Australia. 14p. 1mf. L1 ED 310 882

Program Content
Honors: Getting Started. 18p. 1mf. L1 ED 310 814

Program Costs
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief. 90p. 1mf. L2 ED 310 852
RCM as a Decision Making Process. 133p. 2mf. L1 ED 310 538

Program Descriptions
Communications: There's Nothing to It But To Do It. 10p. 1mf. L1 ED 310 722
Programs That Promote Retention of Minority Students in Postsecondary Occupational Education. 102p. 2mf. L1 ED 310 811
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21. 19p. 1mf. L1 ED 311 062

Program Design
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve. 61p. 1mf. L2 ED 310 625
Honors: Getting Started. 18p. 1mf. L1 ED 310 814
Market Strategy Plan For Wayne County Community College. Volume 1. 68p. 1mf. L1 ED 310 807

Program Development
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards. 27p. 1mf. L1 ED 310 866
BLOCK Successful Alternative Format Addressing Learner Needs. 8p. 1mf. L1 ED 311 003
Communications: There's Nothing to It But To Do It. 10p. 1mf. L1 ED 310 722
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview. 9p. 1mf. L1 ED 311 000
Continuing Professional Development for LEA Staff. FEU Bulletin No. 1. 7p. 1mf. L1 ED 310 272
Doing More with Less: Marketing Educational Programs in Times of Declining Tuition Assistance. 5p. 1mf. L1 ED 310 231
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options. 63p. 1mf. L1 ED 311 129
Freshman Year Experience. Helping Students Survive and Succeed in College. 441p. mf. L3 ED 310 664
Handbook of Marketing for Continuing Education. 543p. mf. L3 ED 310 665
Honors: Getting Started. 18p. 1mf. L1 ED 310 814
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement. 16p. 1mf. L1 ED 310 786
JOBS Provisions of the Family Support Act of 1988: Ten Early Choices. 11p. 1mf. L1 ED 311 128
Model for Implementing a Knowledge-Based Curriculum in Teacher Education. 16p. 1mf. L1 ED 311 019
Model for Rural Social Service Outreach. 15p. 1mf. L1 ED 310 909
Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement." 10p. 1mf. L1 ED 311 022
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report. 106p. 2mf. L1 ED 310 774
Practical PR for School Media Centers. 18p. 1mf. L1 ED 310 725
Profile of a Quality Centre. 65p. 1mf. L1 ED 310 241
Program Evaluation Report: Gifted/Talented Education. 117p. 2mf. L1 ED 310 582
Recommendations for State-by-State Assessment of Student Achievement. 10p. 1mf. L2 ED 311 083
Special Education Software Center. Final Report. 88p. 1mf. L1 ED 310 591
Staying in the Picture. Retention Program: Seeking the Answers, 1988-89. 63p. 1mf. L1 ED 310 830

Program Effectiveness
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services. 71p. 1mf. L1 ED 310 252
Assessment of State Aidable Noncredit Courses at SUNY Community Colleges. 48p. 1mf. L1 ED 310 813
At Risk Child: Early Identification, Intervention, and Evaluation of Early Childhood Strategies. 66p. 1mf. L1 ED 310 860
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4. 75p. 1mf. L1 ED 310 230
Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement. 83p. 1mf. L1 ED 310 532
Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress. 138p. 2mf. L1 ED 311 108
Instructional Effectiveness: Desperately Seeking Indicators of Quality. 17p. 1mf. L1 ED 311 071
Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters. 108p. 2mf. L1 ED 310 254
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students. 21p. 1mf. L1 ED 310 629
RCM as a Decision Making Process. 133p. 2mf. L1 ED 310 538

Program Evaluation
Administrative Self-Analysis Checklist. 7p. 1mf. L1 ED 310 375
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program. 38p. 1mf. L1 ED 310 810
BLOCK Successful Alternative Format Addressing Learner Needs. 8p. 1mf. L1 ED 311 003
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection. 154p. 2mf. L1 ED 310 663
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant. 156p. 2mf. L1 ED 310 691
Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement. 83p. 1mf. L1 ED 310 532
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990. 402p. 5mf. L1 ED 310 270
Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study. 128p. 2mf. L1 ED 310 399
Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89. 15p. 1mf. L1 ED 310 233
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3. 131p. 2mf. L1 ED 310 871
Evaluation of the Supergraduate Program, Phase 1. 20p. 1mf. L1 ED 310 809
ORE's GENeric Evaluation SYStem: GENESYS 1988-89. 64p. 1mf. L1 ED 311 066
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience. 176p. 2mf. L1 ED 310 655
Perspectives on Parent Eduation: Implications from Research and an Evaluation of "New Partnerships for Student Achievement." 10p. 1mf. L1 ED 311 022
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report. 106p. 2mf. L1 ED 310 774
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5. 28p. 1mf. L1 ED 310 652
Secondary School Homework Practices: Uses and Misuses. 26p. 1mf. L1 ED 311 051
Service Delivery and Related Issues at the Trace Research and Development Center. 12p. 1mf. L1 ED 310 604
1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study. 27p. 1mf. L1 ED 310 825

Program Guides
ACCIS Guide to United Nations Information Sources on the Environment. 152p. 2mf. L1 ED 310 929

Program Implementation
Employment Training. 5p. 1mf. L1 ED 310 287
Establishing a Longitudinal Student Tracking System: An Implementation Handbook. 154p. 2mf. L1 ED 310 660
Evaluation of the Junior High School Student Assistance Program. Publication No. 495. 115p. 2mf. L1 ED 311 132
Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report. 130p. 2mf. L1 ED 311 107
Model for Rural Social Service Outreach. 15p. 1mf. L1 ED 310 909
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities. 155p. 2mf. L1 ED 310 251
Writing Across the Curriculum. 51p. 1mf. L1 ED 310 828

Program Improvement
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services. 71p. 1mf. L1 ED 310 252
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4. 75p. 1mf. L1 ED 310 230
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89. 7p. 1mf. L1 ED 310 234
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement. 16p. 1mf. L1 ED 310 786
Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives. 19p. 1mf. L1 ED 310 255
JTPA Investment: Local Perspectives. 12p. 1mf. L1 ED 310 266
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987). 101p. 2mf. L1 ED 310 296

Program Length Commercials
Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect? 32p. 1mf. L1 ED 310 430

Program Validation
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues. 36p. 1mf. L1 ED 310 258

Programing (Broadcast)
Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect? 32p. 1mf. L1 ED 310 430
Federal Communications Commission and Broadcast Indecency. 52p. 1mf. L1 ED 310 466
Federal Communications Commission and the Fairness Doctrine: Public Interest Failure? 28p. 1mf. L1 ED 310 431
Intertextuality and Television Discourse: The Max Headroom Story. 27p. 1mf. L1 ED 310 462
Network Rerun Viewing in the Age of New Programming Services. 31p. 1mf. L1 ED 310 461
Use of Satellites by Education: Licences, Copyright and Contracts. 20p. 1mf. L1 ED 310 748

Progress Reporting
Why Secondary Teachers Fail Students. 32p. 1mf. L1 ED 311 061

Progressive Education
Journal of the Midwest History of Education Society. Volume 17, 1989. 208p. 3mf. L1 ED 310 968

Project BRIDGES NY
Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88. 39p. 1mf. L1 ED 310 635

Project CABES
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988. 34p. 1mf. L1 ED 310 638

Project COM TECH
Bilingual Academic Computer and Technology Oriented Program. Project COM-TECH, 1987-1988. 39p. 1mf. L1 ED 310 639

Project Head Start
Case Against Public School Early Childhood and Preschool Programs. 87p. 1mf. L1 ED 310 846
Child Care: Selected Bibliography. Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives. 157p. 2mf. L1 ED 310 872

Project RECURSO NY
Project RECURSO, 1987-1988. 27p. 1mf. L1 ED 310 636

Promising Practices
Ideas That Work in Small Schools Grades 7-12 . 20p. 1mf. L1 ED 310 905
Ideas That Work in Small Schools K-6 . 20p. 1mf. L1 ED 310 906

Promotion (Occupational)
Judgments of Sexism on the Job: An Attributional Model. 11p. 1mf. L1 ED 310 320

Proposal Writing
Proposal Development Handbook. 10p. 1mf. L2 ED 310 710

Proposition 13 (California 1978)
Fiscal Containment and the Expendable Curriculum Chapter Seven . 39p. 1mf. L1 ED 311 101
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four . 44p. 1mf. L1 ED 311 098

Proposition 2 and One Half (Massachusetts 1
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three . 41p. 1mf. L1 ED 311 097

Psychological Characteristics
Forgiveness as a Psychological Antecedent of Perceived Parental Nurturance. 10p. 1mf. L1 ED 310 333

Psychological Evaluation
HIV-Infected Patient and Family Social Support. 8p. 1mf. L1 ED 310 307

Psychologists
History of Psychology. 48p. 1mf. L1 ED 310 988

Psychology
History of Psychology. 48p. 1mf. L1 ED 310 988
Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014

Psychometrics
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study, Rough Draft. 85p. 1mf. L1 ED 311 049
Instruments for Assessing Substance Abuse: A Review. 38p. 1mf. L1 ED 311 072

Psychomotor Skills
Volleyball. Steps to Success. 237p. mf. L3 ED 311 035

Psychopathology
Psychopathology and Incest: A DIPS Code Type Assessment. 30p. 1mf. L1 ED 310 313

Public Administration
Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues. 27p. 1mf. L1 ED 310 260

Public Agencies
Teachers and Community Service: A Plus for Both. 68p. 1mf. L2 ED 311 040

Public Broadcasting
Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s. 46p. 1mf. L1 ED 310 439

Public Colleges
Profile of Pacific Higher Education. 111p. 2mf. L1 ED 310 662

Public Education
Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles. 23p. 1mf. L1 ED 310 991

Public Health
Dr. North and the Kansas City Newspaper War: Public Health Advocacy Collides with Main Street Respectability. 22p. 1mf. L1 ED 310 386

Public Libraries
Library Index to "The History of the Women's Club Movement in America." 51p. 1mf. L1 ED 310 788
Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI. 76p. 1mf. L1 ED 310 790
Public Library Information and Referral Project: Phase I, Survey. 120p. 2mf. L1 ED 310 775

Public Opinion
Down to the Wire: How Six Newspapers Reported Public Opinion Polls during the 1988 Presidential Campaign. 27p. 1mf. L1 ED 310 391
Indians and Public Opinion in the Age of Reform: The Case of the Poncas. 39p. 1mf. L1 ED 310 394
Tax Limitation Movement of the 1970's: A National Perspective Chapter Two . 59p. 1mf. L1 ED 311 096
Urban and Suburban Residents' Perceptions of Farmers and Agriculture. 15p. 1mf. L1 ED 310 887

Public Policy
Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission. 27p. 1mf. L1 ED 310 453
Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985. 32p. 1mf. L2 ED 310 707
Growing Up Alone: Children Waiting for Families. 51p. 1mf. L1 ED 310 838
Higher Education Advocate. Volume V, Number 1-13. 56p. 1mf. L1 ED 310 668
Higher Education Advocate. Volume VI, Number 1-12. 54p. 1mf. L1 ED 310 667
Legal Documents Pertaining to Postsecondary Education. State of South Carolina. 372p. 4mf. L1 ED 310 697
Macroeconomic Causes of Family Homelessness. 13p. 1mf. L1 ED 310 304
Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2. 65p. 1mf. L1 ED 310 868
Overview of U.S. Telecommunications Policy, 1980-1988. 13p. 1mf. L1 ED 310 730
Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988). 13p. 1mf. L1 ED 310 290
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3. 32p. 1mf. L1 ED 310 706

Public Relations
Communications: There's Nothing to It But To Do It.
10p. 1mf. L1 ED 310 722
Conflict between Public Relations Agencies and Their Clients: A Coorientation Analysis.
21p. 1mf. L1 ED 310 432
Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada.
136p. 2mf. L1 ED 310 451
Gender and Decision-Making among Canadian Public Relations Practitioners.
27p. 1mf. L1 ED 310 467
Practical PR for School Media Centers.
18p. 1mf. L1 ED 310 725
Teaching Public Relations: The Role of Ethics.
23p. 1mf. L1 ED 310 428
Using Grunig's "Indices for Models of Public Relations" To Differentiate Job Functions within Organizations.
22p. 1mf. L1 ED 310 475

Public School Teachers
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

Public Schools
Case Against Public School Early Childhood and Preschool Programs.
87p. 1mf. L1 ED 310 846
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081
Education and Libraries in the Cook Islands, Niue and Tokelau: General Information and a Bibliography of English-Language Materials.
9p. 1mf. L1 ED 310 992
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve.
61p. 1mf. L2 ED 310 625
Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494
Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498
Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085
School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

Public Sector
Review of Legal Guidelines Pertaining to Unjust Dismissals and Whistleblowing in the Public and Private Sectors. A Position Paper.
9p. 1mf. L1 ED 310 548

Public Service
Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3.
32p. 1mf. L1 ED 310 706

Public Service Satellite Consortium DC
PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).
139p. 2mf. L1 ED 310 759

Public Speaking
Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
10p. 1mf. L1 ED 310 469

Public Support
Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Public Television
Congress, the Corporation for Public Broadcasting, and Independent Producers: Agenda Setting and Policy Making in Public Television.
51p. 1mf. L1 ED 310 440

Publicity
Indians and Public Opinion in the Age of Reform: The Case of the Poncas.
39p. 1mf. L1 ED 310 394

Punishment
Call for the End of Corporal Punishment in Schools.
15p. 1mf. L1 ED 310 522
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535

Qualifications
In Search of Deregulation: Connections among Deleted Underbrush Policies, State Criminal Law, and FCC Character Qualifications for Broadcast Licensees.
48p. 1mf. L1 ED 310 464

Qualitative Research
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
24p. 1mf. L1 ED 310 478

Quality Control
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258
Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Quality Indicators
Instructional Effectiveness: Desperately Seeking Indicators of Quality.
17p. 1mf. L1 ED 311 071

Racial Attitudes
TV Entertainment, News, and Racial Perceptions of College Students.
50p. 1mf. L1 ED 310 477

Racial Composition
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Racial Differences
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
65p. 1mf. L1 ED 311 145
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
90p. 1mf. L1 ED 310 339

Racial Discrimination
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Racial Integration
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela.
25p. 1mf. L1 ED 310 471

Racial Relations
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela.
25p. 1mf. L1 ED 310 471
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Radiation
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station.
241p. 3mf. L1 ED 310 244

Rape
Responses Following Sexual and Non-Sexual Assault.
10p. 1mf. L1 ED 310 346

Read Comp Procedure
Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067

Reader Response
Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409

Reader Text Relationship
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373
Intertextuality and Television Discourse: The Max Headroom Story.
27p. 1mf. L1 ED 310 462

Readiness
Music in Early Childhood.
17p. 1mf. L1 ED 310 863

Reading Achievement
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140
Quantity and Quality of Reading Instruction as It Relates to Student Achievement in Reading.
26p. 1mf. L1 ED 310 379
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

Reading Aloud to Others
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373
Parents Teach Reading, Too.
7p. 1mf. L1 ED 310 359

Reading Attitudes
Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352
Parents Teach Reading, Too.
7p. 1mf. L1 ED 310 359

Reading Behavior
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409

Reading Comprehension
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365
Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362
Deep Double Game: Oral Interpretation To Enhance Reading Comprehension.
18p. 1mf. L1 ED 310 373
Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items.
19p. 1mf. L1 ED 311 054
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356
Domain of School Literature: A Framework for Assessment.
8p. 1mf. L1 ED 311 052
Effects of Training in a Self-Generated Learning Strategy on the Prose-Processing Abilities of Fourth and Sixth Graders.
42p. 1mf. L1 ED 310 374
Guided Practice: Use of Low-Cost Networking.
35p. 1mf. L1 ED 310 784
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
13p. 1mf. L1 ED 310 421
Understanding How Reader Characteristics Affect Comprehension of Text.
33p. 1mf. L1 ED 310 371

Reading Diagnosis
Adult Basic Education: Reading.
235p. mf. L3 ED 310 377

Reading Difficulties
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365

Reading Groups
Dilemma of Within-Class Grouping.
10p. 1mf. L1 ED 310 351

Reading Improvement
Correlational Study of Attendance and Gain Scores Using the Gates-MacGinitie Reading Tests.
22p. 1mf. L1 ED 310 380

Reading Instruction
Administrative Self-Analysis Checklist.
7p. 1mf. L1 ED 310 375
Adult Basic Education: Reading.
235p. mf. L3 ED 310 377
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390
Dilemma of Within-Class Grouping.
10p. 1mf. L1 ED 310 351
Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
8p. 1mf. L1 ED 310 360
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584
Quantity and Quality of Reading Instruction as It Relates to Student Achievement in Reading.
26p. 1mf. L1 ED 310 379
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Reading Interests
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361
Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352

Reading Material Selection
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361
New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357
Teaching with Biography.
16p. 1mf. L1 ED 310 372

Reading Materials
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361
Teaching with Biography.
16p. 1mf. L1 ED 310 372
William Holmes McGuffey and the McGuffey Eclectic Readers: An Annotated Bibliography.
12p. 1mf. L1 ED 310 348

Reading Motivation
Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352

Reading Processes
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365
Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358
Creating the Virtual Work: Readers' Processes in Understanding Literary Texts.
13p. 1mf. L1 ED 310 409

Reading Programs
Administrative Self-Analysis Checklist.
7p. 1mf. L1 ED 310 375
Reading Treasures. Phase I and Phase II.
172p. 2mf. L1 ED 310 366

Reading Research
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367
Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358
Dilemma of Within-Class Grouping.
10p. 1mf. L1 ED 310 351
Understanding How Reader Characteristics Affect Comprehension of Text.
33p. 1mf. L1 ED 310 371

Reading Skills
Language of Adults and Its Influence on Children's Developing Literacy.
32p. 1mf. L1 ED 310 370

Reading Strategies
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816
Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Reading Teachers
How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?
8p. 1mf. L1 ED 310 360
New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

Reading Tests
Assessment Format and Comprehension Performance.
36p. 1mf. L1 ED 310 362
On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Reading Writing Relationship
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390
Effective Teaching of Writing: Research into Practice. Teacher's Guide: Teaching Students To Write in Response to Informational Writing Tasks.
12p. 1mf. L1 ED 310 424
Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353
Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.
22p. 1mf. L1 ED 310 364

Reagan Administration
Reagan Judges: Communication Law at Risk?
24p. 1mf. L1 ED 310 445

Recent College Graduates Study 1987
Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
20p. 1mf. L3 ED 311 090
Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
36p. 1mf. L3 ED 311 060

Recognition (Achievement)
Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Recognition (Psychology)
Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365

Recordkeeping
Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142
Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.
155p. 2mf. L1 ED 310 251

Records Management
Business Management for Independent Schools. Third Edition.
145p. 2mf. L2 ED 310 495

Recreational Activities
Teaching Tennis. Steps to Success.
211p. mf. L3 ED 311 038
Tennis. Steps to Success.
195p. mf. L3 ED 311 039
Volunteers in Leisure. A Management Perspective.
177p. 2mf. L2 ED 311 046

Recreational Programs
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099

Recruitment
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256
Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report.
25p. 1mf. L1 ED 310 856
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257

Reference Materials
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25.
45p. 1mf. L1 ED 310 792

Referral
Public Library Information and Referral Project: Phase I, Survey.
120p. 2mf. L1 ED 310 775

Reflection Process
Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation.
28p. 1mf. L1 ED 310 672

Refugees
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124

Regular and Special Education Relationship
Why Change Our Service Delivery in Special Education?
11p. 1mf. L1 ED 310 574

Rehabilitation
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience).
7p. 1mf. L1 ED 310 594
Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604
Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Rehabilitation Act Amendments 1986 (Section
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611

Relevance (Education)
Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
47p. 1mf. L1 ED 310 633

Religion
Impact of Religiosity on Television Use.
21p. 1mf. L1 ED 310 472

Religion in Public Schools
Reflections upon an "Atheist Epic": Madalyn Murray O'Hair and "Baltimore Sun" Reporters Comment about Coverage of the First Incidents Leading to the Supreme Court's Banning of Compulsory Prayer in Public Schools.
12p. 1mf. L1 ED 310 415

Religiosity
Impact of Religiosity on Television Use.
21p. 1mf. L1 ED 310 472

Religious Differences
Impact of Religiosity on Television Use.
21p. 1mf. L1 ED 310 472

Religious Education
Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

Remedial Instruction
Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816
Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes.
49p. 1mf. L2 ED 310 422
Right Brain Teaching Techniques with Elementary Learning Disabled Children.
127p. 2mf. L1 ED 310 614

Remedial Programs
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140
Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123

Remedial Reading
ARC: An Alternative Teaching Strategy for Developmental Reading.
14p. 1mf. L1 ED 310 816
Guided Practice: Use of Low-Cost Networking.
35p. 1mf. L1 ED 310 784

Repair
When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Report Format
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Research
Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning.
17p. 1mf. L1 ED 310 670

Research Administration
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

Research and Development
School Psychology: Cutting Edges in Research and Practice.
83p. 1mf. L2 ED 310 299

Research and Development Centers
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

Research Design
Messages as Experimental Stimuli: Design, Analysis, and Inference.
23p. 1mf. L1 ED 310 452

Research Methodology
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
26p. 1mf. L1 ED 310 441
Messages as Experimental Stimuli: Design, Analysis, and Inference.
23p. 1mf. L1 ED 310 452
Notes from the Newsroom: Reflecting on a Naturalistic Case Study.
24p. 1mf. L1 ED 310 478
Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624
Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education.
20p. 1mf. L1 ED 311 010

Research Needs
Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s.
46p. 1mf. L1 ED 310 439
High School Dropouts: A Problem for Research, Policy, and Practice.
21p. 1mf. L1 ED 311 092
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

Research Papers (Students)
Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401

Research Problems
Discourse of Dropout in Distance Education: A Theoretical Analysis.
11p. 1mf. L1 ED 310 752
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Research Projects
Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

Research Proposals
Evaluation of a National Research Plan To Support the Implementation of Computers in Education in the Netherlands.
19p. 1mf. L1 ED 310 737

Research Reports
Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
13p. 1mf. L1 ED 311 070

Research Utilization
Misused Statistics: Straight Talk for Twisted Numbers.
237p. mf. L3 ED 311 057

Residential Programs
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605

Resistance to Change
Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Resource Allocation
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661
New Life-Style for Persons with Severe Disabilities: Supported Independence.
11p. 1mf. L1 ED 310 563
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655
RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

Resource Materials
Infant Group Care Risks.
36p. 1mf. L1 ED 310 874
Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988).
48p. 1mf. L2 ED 310 778

Resources in Education
Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Respecteen
Speak for Yourself.
16p. 1mf. L1 ED 310 990

Respite Care
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

Responses
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment.
24p. 1mf. L1 ED 310 342

Retraining
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

Retrenchment
Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097
Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

Rewards
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535
Information Technology in Schools: Institutional Rewards and Moral Dilemmas.
14p. 1mf. L1 ED 310 740

Rhetoric
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela.
25p. 1mf. L1 ED 310 471

Rhetorical Criticism
Public Speaking Practices: Analysis of Aristotle's "Rhetoric."
10p. 1mf. L1 ED 310 469

Rhetorical Invention
Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Rhetorical Theory
Public Speaking Practices: Analysis of Aristotle's "Rhetoric." 10p. 1mf. L1 ED 310 469

Richmond Unified School District CA
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program. 27p. 1mf. L1 ED 310 492

Rock Music
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll. 37p. 1mf. L1 ED 310 446

Role Conflict
Non-Human Loss in Rural Areas. 9p. 1mf. L1 ED 310 910

Role of Education
Challenges for Preparing the New Work Force for the Year 2000. 8p. 1mf. L1 ED 310 817
Obstacles to Ethics Instruction. 25p. 1mf. L1 ED 310 975

Role Perception
Critical Issues for Intern Teachers during the Clinical Experience. 24p. 1mf. L1 ED 311 008

Role Playing
Culture of Organizations: A Set of Learning Activities for Community Leaders. 52p. 1mf. L1 ED 310 976
Teaching Corporate Culture Using Interactive Video Training. 9p. 1mf. L1 ED 310 760

Roper Research Surveys
Beyond the Roper Report: Maintaining Goals To Educate (Not Train) Students. 14p. 1mf. L1 ED 310 465

Routine Environments
Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps. 10p. 1mf. L1 ED 310 569

Roxbury Community College MA
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989. 72p. 1mf. L1 ED 310 804

Rural Areas
Model for Rural Social Service Outreach. 15p. 1mf. L1 ED 310 909
Non-Human Loss in Rural Areas. 9p. 1mf. L1 ED 310 910

Rural Development
Economic Development: A Rural Perspective. Issues in Training and Employment. 20p. 1mf. L1 ED 310 263
Portfolio of Community College Initiatives in Rural Economic Development. 124p. 2mf. L1 ED 310 901

Rural Economics
Economic Development: A Rural Perspective. Issues in Training and Employment. 20p. 1mf. L1 ED 310 263
Portfolio of Community College Initiatives in Rural Economic Development. 124p. 2mf. L1 ED 310 901

Rural Education
Rural School Finance: A Critical Analysis of Current Practice in Illinois. 29p. 1mf. L1 ED 310 894
Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement. 29p. 1mf. L1 ED 310 900

Rural Family
Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children. 263p. 3mf. L1 ED 310 904

Rural Farm Residents
Non-Human Loss in Rural Areas. 9p. 1mf. L1 ED 310 910

Rural Schools
Ideas That Work in Small Schools Grades 7-12 . 20p. 1mf. L1 ED 310 905
Ideas That Work in Small Schools K-6 . 20p. 1mf. L1 ED 310 906
Rural School Finance: A Critical Analysis of Current Practice in Illinois. 29p. 1mf. L1 ED 310 894

Safety
Increasing Safety Awareness of Preschoolers through a Safety Education Program. 44p. 1mf. L1 ED 310 880

Safety Education
Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition. 516p. 6mf. L2 ED 310 276

Saginaw City School System MI
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989. 57p. 1mf. L1 ED 311 140

Saint Louis City School District MO
Improving Student Achievement through a Systematic Instructional Monitoring Plan. 28p. 1mf. L1 ED 310 511

Salaries
Approaches to Meeting the 50% Law Requirement. 37p. 1mf. L1 ED 310 801
Johnson County Community College Career Programs: Employment, Salary and Placement Information. 59p. 1mf. L1 ED 310 826

Sampling
State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts. 20p. 1mf. L2 ED 311 084

Satellites (Aerospace)
Best We Can Be. 41p. 1mf. L1 ED 310 936
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator. 52p. 1mf. L1 ED 310 942
On the Wings of a Dream: The Space Shuttle. 33p. 1mf. L1 ED 310 937
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series. 171p. 2mf. L1 ED 310 941
Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939

Scandinavia
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481. 47p. 1mf. L2 ED 311 122

Schemata (Cognition)
New Model of Concept Teaching and Learning. 27p. 1mf. L1 ED 311 032
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll. 37p. 1mf. L1 ED 310 446
When is a Schema not a Schema? The Case of Gender Schema. 21p. 1mf. L1 ED 310 844

Schematic Studies
When is a Schema not a Schema? The Case of Gender Schema. 21p. 1mf. L1 ED 310 844

Schiro (M)
Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction. 29p. 1mf. L1 ED 310 530

Scholastic Aptitude Test
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5. 37p. 1mf. L2 ED 311 076
SAT Gender Gap: Identifying the Causes. 198p. 3mf. L2 ED 311 087

School Accounting
Business Management for Independent Schools. Third Edition. 145p. 2mf. L2 ED 310 495
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project. 38p. 1mf. L2 ED 310 540

School Administration
How To Hire Top School Administrators. 35p. 1mf. L1 ED 310 555
Improving the Preparation of School Administrators: An Agenda for Reform. 33p. 1mf. L1 ED 310 493
Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7. 127p. 2mf. L2 ED 310 907
School Law for Kentucky Teachers and Administrators. Third Edition. 336p. 4mf. L1 ED 310 506

School Age Day Care
Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six . 67p. 1mf. L1 ED 311 100

School Based Management
Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management. 22p. 1mf. L1 ED 310 533
Models of Shared Leadership: Evolving Structures and Relationships. 19p. 1mf. L1 ED 310 490

School Budget Elections
Rural School/Community: A Case Study of a Dramatic Turnaround & Its Implications for School Improvement. 29p. 1mf. L1 ED 310 900

School Business Relationship
Beyond the Ivory Tower: College and University Partnerships with Business. 15p. 1mf. L1 ED 310 692
Business/Industry/Education Linkages. A Bibliography Update. 13p. 1mf. L1 ED 310 248
Corporate Stake in Educating One Third of a Nation. 10p. 1mf. L1 ED 310 717
Corporate/Community Schools of America. Progres Report, 1988-89. 25p. 1mf. L1 ED 311 104
Corporate/Community Schools of America. Progress Report 1987-88. 31p. 1mf. L1 ED 311 103
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant. 156p. 2mf. L1 ED 310 691
Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6. 117p. 2mf. L1 ED 310 893
Expenditures for Research on Higher Education. Working Paper Series. 14p. 1mf. L1 ED 310 647
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography. 77p. 1mf. L1 ED 310 696
Partnerships That Work! 108p. 2mf. L1 ED 310 485
President's Role in Economic Development. 13p. 1mf. L1 ED 310 806
Rochester Initiative. 12p. 1mf. L1 ED 311 121

School Community Programs
Outreach College. Design and Implementation. 126p. 2mf. L1 ED 310 245
Reaching Out: School-Based Community Service Programs. 91p. 1mf. L1 ED 310 499

School Community Relationship
Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6. 117p. 2mf. L1 ED 310 893
President's Role in Economic Development. 13p. 1mf. L1 ED 310 806
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3. 32p. 1mf. L1 ED 310 706
Rochester Initiative. 12p. 1mf. L1 ED 311 121
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2. 19p. 1mf. L1 ED 310 332

School Counselors
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community. 41p. 1mf. L1 ED 310 311
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2. 19p. 1mf. L1 ED 310 332

School District Spending
Approaches to Meeting the 50% Law Requirement. 37p. 1mf. L1 ED 310 801
Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability. 58p. 1mf. L2 ED 311 078
Local Districts' Fiscal Contributions to Special Education in Texas. 19p. 1mf. L1 ED 310 556

School Districts
Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts. 62p. 1mf. L2 ED 311 080

School Effectiveness
Corporate/Community Schools of America. Progres Report, 1988-89. 25p. 1mf. L1 ED 311 104
Corporate/Community Schools of America. Progress Report 1987-88. 31p. 1mf. L1 ED 311 103
Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement. 83p. 1mf. L1 ED 310 532
EIA: Educational Reform or Repression? 14p. 1mf. L1 ED 310 551
Integrating and Applying the Successful Components for School Improvement. 20p. 1mf. L1 ED 310 518
Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness. 26p. 1mf. L1 ED 310 520
North Park Project: Effective Schools/Effective Teachers. 159p. 2mf. L1 ED 310 891
Organization of Schools outside the Traditional Educational Sector: An Exploratory Study. 45p. 1mf. L1 ED 310 537
Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490. 875p. 10mf. L1 ED 311 135
Rolling Terrace: An Effective School under Adverse Conditions. 17p. 1mf. L1 ED 310 524

School Funds
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project. 38p. 1mf. L2 ED 310 540

School Guidance
School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89. 35p. 1mf. L1 ED 310 338

School Holding Power
Dropouts and Retention in Vocational Education Programs. A Bibliography Update. 29p. 1mf. L1 ED 310 280
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988). 148p. 2mf. L1 ED 310 257
Programs That Promote Retention of Minority Students in Postsecondary Occupational Education. 102p. 2mf. L1 ED 310 811
Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7. 34p. 1mf. L1 ED 310 654
Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88. 141p. 2mf. L1 ED 310 836
Staying in the Picture. Retention Program: Seeking the Answers, 1988-89. 63p. 1mf. L1 ED 310 830

School Involvement
Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 36p. 1mf. L1 ED 311 018

School Law
School Law for Kentucky Teachers and Administrators. Third Edition. 336p. 4mf. L1 ED 310 506

School Libraries
Information Search Process of High, Middle, and Low Achieving High School Seniors. 23p. 1mf. L1 ED 310 787
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25. 45p. 1mf. L1 ED 310 792

School Newspapers
Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools. 50p. 1mf. L1 ED 310 385

School Organization
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report. 12p. 1mf. L1 ED 310 504
Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56. 4p. 1mf. L1 ED 311 148

School Orientation
Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88. 141p. 2mf. L1 ED 310 836

School Personnel
Interventions with Students At-Risk for Dropping Out of School: A High School Responds. 21p. 1mf. L1 ED 310 501

School Policy
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment. 24p. 1mf. L1 ED 310 342

School Psychologists
Preferred Traditional and Creative Behavioral Intervention Techniques Employed by School Psychologists in Louisiana. 15p. 1mf. L1 ED 310 335
School Psychology: Cutting Edges in Research and Practice. 83p. 1mf. L2 ED 310 299

School Readiness
School Readiness and Rudolf Steiner's Theory of Learning. 69p. 1mf. L1 ED 310 841

School Restructuring
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report. 12p. 1mf. L1 ED 310 504
Restructuring Education: The Florida Experience. Conference Proceedings, November 1988. 34p. 1mf. L1 ED 310 497

School Role
Abuse and Neglect of Handicapped Children: Identification and Intervention by School Personnel. 12p. 1mf. L1 ED 310 588
Child Abuse and Neglect Program and Resource Manual. 133p. 2mf. L1 ED 310 310
Obstacles to Ethics Instruction. 25p. 1mf. L1 ED 310 975

School Safety
Corporal Punishment in Schools. NSSC Resource Paper. 36p. 1mf. L1 ED 310 535
Weapons in Schools. NSSC Resource Paper. 43p. 1mf. L1 ED 310 536

School Schedules
Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search. 25p. 1mf. L2 ED 310 486

School Size
Cost of Small Schools. 13p. 1mf. L1 ED 310 505

School Statistics
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project. 38p. 1mf. L2 ED 310 540

School Supervision
Study of Supervisory Priorities of First-Time High School Principals. 19p. 1mf. L1 ED 310 526

School Taxes
Study of the Predictability of School District Bond Ratings. 25p. 1mf. L1 ED 310 481
Tax Limitation Movement of the 1970's: A National Perspective Chapter Two . 59p. 1mf. L1 ED 311 096

Schools of Education
Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students. 19p. 1mf. L1 ED 311 044

Science Activities
Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition. 57p. 1mf. L1 ED 310 947
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions. 35p. 1mf. L1 ED 310 918
Discovery. 85p. 1mf. L1 ED 310 946
Environmental Science Curriculum Guide, 1987. Bulletin 1792. 316p. 4mf. L1 ED 310 924

Science and Society
Environmental Science Curriculum Guide, 1987. Bulletin 1792. 316p. 4mf. L1 ED 310 924
Spinoff 1985. 133p. 2mf. L1 ED 310 944
Spinoff 1986. 132p. 2mf. L1 ED 310 945
Take Pride in America Educational Leader's Guide. 29p. 1mf. L1 ED 310 911

Science Curriculum
Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms. 34p. 1mf. L1 ED 310 930
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth. 333p. 4mf. L1 ED 310 987

Science Education
Access to Mathematics, Science, and Technology. 75p. 1mf. L1 ED 310 235
Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth. 333p. 4mf. L1 ED 310 987

Science History
Discovery. 85p. 1mf. L1 ED 310 946
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series. 171p. 2mf. L1 ED 310 941
Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935

Science Instruction
Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition. 57p. 1mf. L1 ED 310 947
Hierarchical Problem Solving as a Means of Promoting Expertise. 9p. 1mf. L1 ED 310 931
Improving Textbook Usability. Final Report. 230p. 3mf. L1 ED 310 585
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects. 21p. 1mf. L1 ED 310 923

Science Interests
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions. 35p. 1mf. L1 ED 310 918

Science Materials
Discovery. 85p. 1mf. L1 ED 310 946
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series. 171p. 2mf. L1 ED 310 941
Space Pioneers and Where They Are Now. 27p. 1mf. L1 ED 310 938
Upper Atmosphere; Threshold of Space. 40p. 1mf. L1 ED 310 934

Science Programs
Best We Can Be. 41p. 1mf. L1 ED 310 936
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator. 52p. 1mf. L1 ED 310 942
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects. 21p. 1mf. L1 ED 310 923
NASA and the Educational Community. An Inventory of Programs. 173p. 2mf. L1 ED 310 932
On the Wings of a Dream: The Space Shuttle. 33p. 1mf. L1 ED 310 937
Space Pioneers and Where They Are Now. 27p. 1mf. L1 ED 310 938
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939

Science Skills
Relationship between the Process Skill of Prediction and Students' Misconceptions in Biology. 21p. 1mf. L1 ED 310 943

Science Teachers
NASA and the Educational Community. An Inventory of Programs. 173p. 2mf. L1 ED 310 932

Science Technology and Society Courses
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth. 333p. 4mf. L1 ED 310 987

Scientific and Technical Information
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports. 16p. 1mf. L1 ED 310 781
Spinoff 1985. 133p. 2mf. L1 ED 310 944
Spinoff 1986. 132p. 2mf. L1 ED 310 945

Scientific Enterprise
NASA and the Educational Community. An Inventory of Programs. 173p. 2mf. L1 ED 310 932

Scientific Personnel
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series. 171p. 2mf. L1 ED 310 941
Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935

Scientific Research
Best We Can Be. 41p. 1mf. L1 ED 310 936
On the Wings of a Dream: The Space Shuttle. 33p. 1mf. L1 ED 310 937
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939
Spinoff 1985. 133p. 2mf. L1 ED 310 944
Spinoff 1986. 132p. 2mf. L1 ED 310 945
Upper Atmosphere; Threshold of Space. 40p. 1mf. L1 ED 310 934

Scotland
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3. 131p. 2mf. L1 ED 310 871

Screening Tests
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441. 26p. 1mf. L1 ED 310 586

Scripts (Knowledge Structures)
When is a Schema not a Schema? The Case of Gender Schema. 21p. 1mf. L1 ED 310 844

Search Strategies
Access to Current Information Online. 27p. 1mf. L1 ED 310 796
Information Search Process of High, Middle, and Low Achieving High School Seniors. 23p. 1mf. L1 ED 310 787
Using UTAH PILOT To Teach Basic DIALOG Searching. 56p. 1mf. L1 ED 310 772

Secon
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve. 61p. 1mf. L2 ED 310 625

Second International Mathematics Study
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft. 85p. 1mf. L1 ED 311 049

Second Language Instruction
Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages 68p. 1mf. L1 ED 310 618
Classroom Discourse: Its Nature and Its Potential for Language Learning. 76p. 1mf. L1 ED 310 627
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989. 47p. 1mf. L1 ED 310 633

Second Language Programs
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update. 52p. 1mf. L1 ED 311 105
Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16. 84p. 1mf. L1 ED 310 970

Secondary School Curriculum
Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3. 131p. 2mf. L1 ED 310 871
Fiscal Containment and the Expendable Curriculum Chapter Seven . 39p. 1mf. L1 ED 311 101
Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014
Teaching International Politics in High School. 163p. 2mf. L2 ED 310 996

Secondary School Mathematics
Geometry. Mathematics Series: Principles, Concepts and Applications. 235p. 3mf. L2 ED 310 933
Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802. 128p. 2mf. L1 ED 310 925
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects. 21p. 1mf. L1 ED 310 923
Mathematics Projects Handbook. Third Edition. 52p. mf. L3 ED 310 913
Poor Concept Formation in Mathematics: A Diagnostic Perspective. 82p. 1mf. L1 ED 310 926
Power of Algebra. 31p. 1mf. L1 ED 310 916

Secondary School Science
Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition. 57p. 1mf. L1 ED 310 947
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions. 35p. 1mf. L1 ED 310 918
Environmental Science Curriculum Guide, 1987. Bulletin 1792. 316p. 4mf. L1 ED 310 924
Limited English Proficient Students and Mathematics and Science Achievement: Strategies for Success Practiced within California Academic Partnership Program Projects. 21p. 1mf. L1 ED 310 923
Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms. 34p. 1mf. L1 ED 310 930

Secondary School Students
Early Secondary School Adjustment for At-Risk and Highest-Risk Students. 43p. 1mf. L1 ED 310 303
Longitudinal Study of Extremely Popular Children. 14p. 1mf. L1 ED 310 877

Secondary School Teachers
Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014
Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels. 36p. 1mf. L1 ED 311 074
Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 39p. 1mf. L1 ED 311 009
Why Secondary Teachers Fail Students. 32p. 1mf. L1 ED 311 061

Secondary Schools
Study of Current In-School Suspension Programs in New York State. 156p. 2mf. L2 ED 311 137

Selection Tools
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31. 212p. 3mf. L1 ED 311 069

Self Actualization
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls. 188p. 2mf. L2 ED 311 116

Self Care Skills
Children's Project: A Residential Option for Children with Developmental Disabilities. 10p. 1mf. L1 ED 310 562
Facet Analysis of the Client Needs Assessment Instrument. 18p. 1mf. L1 ED 311 068

Self Concept
Semiotic and Society in Nineteenth-Century America. 20p. 1mf. L1 ED 310 982

Self Concept Measures
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender. 36p. 1mf. L1 ED 311 059
Trait Distinctiveness in the Ideal-Self Concept. 29p. 1mf. L1 ED 310 318

Self Destructive Behavior
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior. 32p. 1mf. L1 ED 310 508

Self Esteem
Behavioral Referents of Presented Self-Esteem in Young Children. 17p. 1mf. L1 ED 310 854
Empathy, Self-Esteem and Creativity among Junior Ballet Dancers. 14p. 1mf. L1 ED 311 026
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls. 188p. 2mf. L2 ED 311 116
Is High Self-Esteem a Precondition of "Normal" Behavior? 6p. 1mf. L1 ED 310 331

Self Evaluation (Groups)
Administrative Self-Analysis Checklist. 7p. 1mf. L1 ED 310 375
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43. 29p. 1mf. L1 ED 310 818
Program Reviews, Inputs and Outcomes NCHEMS Monograph 5. 28p. 1mf. L1 ED 310 652
Staying in the Picture. Retention Program: Seeking the Answers, 1988-89. 63p. 1mf. L1 ED 310 830

Self Evaluation (Individuals)
Trait Distinctiveness in the Ideal-Self Concept. 29p. 1mf. L1 ED 310 318

Semantics
How Ergative Is Basque? 14p. 1mf. L2 ED 310 620

Semiotics
Semiotic and Society in Nineteenth-Century America. 20p. 1mf. L1 ED 310 982
Socio-Semiotic Way of Looking at Cross-Cultural Lexicology. 11p. 1mf. L1 ED 310 794

Seniority
Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 39p. 1mf. L1 ED 311 009

Service Delivery Areas
Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues. 36p. 1mf. L1 ED 310 258

Service Occupations
Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196. 30p. 1mf. L2 ED 311 115

Severe Disabilities
Better Ways To Build Educational Routines. Part I: Routines: Understanding Their Power. Part II: Implementing a Program of Routine-Based Instruction for Students with Severe Handicaps. 10p. 1mf. L1 ED 310 569
Disabled Access to Technological Advances (DATA) Final Report. 109p. 2mf. L1 ED 310 598
New Life-Style for Persons with Severe Disabilities: Supported Independence. 11p. 1mf. L1 ED 310 563
On Campus: Integrating the University Environment. 9p. 1mf. L1 ED 310 568
Transition in Minnesota. 10p. 1mf. L1 ED 310 567

Severe Mental Retardation
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students. 11p. 1mf. L1 ED 310 565

Sewing Instruction
Clothing Construction and Design. Secondary Schools. Curriculum Guide. 128p. 2mf. L1 ED 310 292

Sex Bias
Difference It Makes: A Resource Book on Gender for Educators. 75p. 1mf. L2 ED 310 999
Judgments of Sexism on the Job: An Attributional Model. 11p. 1mf. L1 ED 310 320
Teachers, Gender and Careers. 227p. mf. L3 ED 311 005
Toward Womanspeak: Explication and Critique of Spender, Lacan, Irigaray and Kristeva's Perspectives on Women Speaking. 30p. 1mf. L1 ED 310 433

Sex Differences
Cultural Differences in Premarital Attributions regarding Successful Marriages. 29p. 1mf. L1 ED 310 294
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions. 35p. 1mf. L1 ED 310 918
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples. 30p. 1mf. L1 ED 310 337
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5. 37p. 1mf. L2 ED 311 076
Four Multitrait-Multimethod Approaches to Examining the Construct Validity of Adolescent Self-Concept within and across Gender. 36p. 1mf. L1 ED 311 059
Gender and Decision-Making among Canadian Public Relations Practitioners. 27p. 1mf. L1 ED 310 467
Gender, Gender Concentration of Job, and Congruence as Predictors of Job Satisfaction Seven Years Later. 30p. 1mf. L1 ED 310 340
Growth of Values: Who Is Admired and Why? 9p. 1mf. L1 ED 310 843
Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522. 27p. 1mf. L1 ED 311 131
SAT Gender Gap: Identifying the Causes. 198p. 3mf. L2 ED 311 087
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23. 60p. 1mf. L1 ED 311 016
Sex Differences in Moral Decision Making. 20p. 1mf. L1 ED 310 329
Sex, Empathy, and Social Skills as Predictors of Social Support. 13p. 1mf. L1 ED 310 328
Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes. 90p. 1mf. L1 ED 310 339
Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument. 25p. 1mf. L1 ED 311 023

Sex Discrimination
Judgments of Sexism on the Job: An Attributional Model. 11p. 1mf. L1 ED 310 320
Quick Look at the Past, Present, and Future of Women in Public School Administration. 19p. 1mf. L1 ED 310 498
Relating to Each Other. A Questionnaire for Students. 5p. 1mf. L1 ED 310 687
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography. 38p. 1mf. L2 ED 310 693

Sex Education
AIDS: A Statewide Survey of Students' Knowledge and Attitudes. 39p. 1mf. L1 ED 310 699
Don't Let It Get Around. Title No. 503. 178p. 2mf. L2 ED 310 325
Taking Chances with Sex. Title No. 502. 175p. 2mf. L2 ED 310 323
Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500. 25p. 1mf. L2 ED 310 322
Too Soon for Sex? Title No. 501. 131p. 2mf. L2 ED 310 324

Sex Role
Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples. 30p. 1mf. L1 ED 310 337
Grounding Research in Experience: A Case Study of Women Administrators. 22p. 1mf. L1 ED 310 542
Teachers, Gender and Careers. 227p. mf. L3 ED 311 005
Time of Transition: The Growth of Families Headed by Women. 234p. 3mf. L2 ED 311 111

Sex Stereotypes
Difference It Makes: A Resource Book on Gender for Educators. 75p. 1mf. L2 ED 310 999

Sexual Abuse
Child Abuse and Neglect Program and Resource Manual. 133p. 2mf. L1 ED 310 310
Comparison of Therapy Outpatients with Intra-Family and Extra-Family Sexual Abuse and Patients without Sexual Abuse. 31p. 1mf. L1 ED 310 312
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse. 100p. 2mf. L1 ED 310 314
Psychopathology and Incest: A DIPS Code Type Assessment. 30p. 1mf. L1 ED 310 313
Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women. 20p. 1mf. L1 ED 310 344
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect. 172p. 2mf. L1 ED 310 613

Sexual Harassment
Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy. 9p. 1mf. L1 ED 310 319
Sexual Harassment: What's Good for the Goose Is Good For the Gander. 16p. 1mf. L1 ED 310 981
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment. 24p. 1mf. L1 ED 310 342

Sexuality
AIDS: A Statewide Survey of Students' Knowledge and Attitudes. 39p. 1mf. L1 ED 310 699
Don't Let It Get Around. Title No. 503. 178p. 2mf. L2 ED 310 325
Taking Chances with Sex. Title No. 502. 175p. 2mf. L2 ED 310 323
Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500. 25p. 1mf. L2 ED 310 322
Too Soon for Sex? Title No. 501. 131p. 2mf. L2 ED 310 324

Shared Resources and Services
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988). 51p. 1mf. L1 ED 310 783
U.S. Information Ambassadors: The Library/Book Fellows Program. 21p. 1mf. L1 ED 310 795

Shelby State Community College TN
Academic and Developmental Services End of Year Status Report, 1988-89. 73p. 1mf. L1 ED 310 835

Siblings
How Families Cope Successfully with a Handicapped Child: A Qualitative Study. 19p. 1mf. L1 ED 310 601

Simulation
Social LIFE Game for Teaching Functional Social Competence: A Program Description. 13p. 1mf. L1 ED 310 561

Situational Variables
Intensity and Sequence of Parental Discipline in High-Risk Families. 10p. 1mf. L1 ED 310 849

Skill Development
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students. 11p. 1mf. L1 ED 310 565
Decision Making: An Overlooked Basic Skill. 7p. 1mf. L1 ED 310 971
Radiological Assessment Skills Training Program for the Radiation Worker at Shoreham Nuclear Power Station. 241p. 3mf. L1 ED 310 244
Softball. Steps to Success. 216p. mf. L3 ED 311 037
South Carolina Comprehensive Career Guidance Program for Grades K-12. 135p. 2mf. L1 ED 310 232
Teaching Softball. Steps to Success. 239p. mf. L3 ED 311 036
Teaching Tennis. Steps to Success. 211p. mf. L3 ED 311 038
Teaching Volleyball. Steps to Success. 235p. mf. L3 ED 311 034
Tennis. Steps to Success. 195p. mf. L3 ED 311 039
Volleyball. Steps to Success. 237p. mf. L3 ED 311 035

Skilled Occupations
Introduction to Welding. Instructor Edition. Introduction to Construction Series. 188p. 2mf. L2 ED 310 275

Slides
Production Fever--Catch It! 24p. 1mf. L1 ED 310 726

Small Businesses
Hazardous Waste Management for the Small Quantity Generator. Teacher Edition. 234p. 3mf. L2 ED 310 274
Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 122p. 2mf. L1 ED 311 110

Small Group Instruction
Dilemma of Within-Class Grouping. 10p. 1mf. L1 ED 310 351

Small School Districts
Administrator Evaluation in the Small School District. 18p. 1mf. L1 ED 310 519

Small Schools
Cost of Small Schools. 13p. 1mf. L1 ED 310 505
Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6. 117p. 2mf. L1 ED 310 893
Ideas That Work in Small Schools Grades 7-12 . 20p. 1mf. L1 ED 310 905
Ideas That Work in Small Schools K-6 . 20p. 1mf. L1 ED 310 906
Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7. 127p. 2mf. L2 ED 310 907
Rural School Finance: A Critical Analysis of Current Practice in Illinois. 29p. 1mf. L1 ED 310 894

Social Adjustment
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children. 34p. 1mf. L1 ED 311 114

Social Attitudes
Impact of Religiosity on Television Use. 21p. 1mf. L1 ED 310 472
Physical Attractiveness and Judged Suitability for Leadership. 10p. 1mf. L1 ED 310 317
Semiotic and Society in Nineteenth-Century America. 20p. 1mf. L1 ED 310 982

Social Behavior
Is High Self-Esteem a Precondition of "Normal" Behavior? 6p. 1mf. L1 ED 310 331
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23. 60p. 1mf. L1 ED 311 016

Social Change
Christopher Columbus: The Hero and the Historians. 22p. 1mf. L1 ED 310 974
Government Planning and Decision-Making in Education and Other Social Policy Fields. 18p. 1mf. L1 ED 310 507
Social Change and Special Education. 14p. 1mf. L1 ED 310 583

Social Cognition
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship. 22p. 1mf. L1 ED 311 033
Predicting Individual Differences in School Anxiety in Early Adolescence. 21p. 1mf. L1 ED 310 884
Semiotic and Society in Nineteenth-Century America. 20p. 1mf. L1 ED 310 982

Social Development
Effects of Joint Activity Intervention on Children's Pragmatic Language Skills. 12p. 1mf. L1 ED 310 573

Social Distribution
Study of the Predictability of School District Bond Ratings. 25p. 1mf. L1 ED 310 481

Social History
Christopher Columbus: The Hero and the Historians. 22p. 1mf. L1 ED 310 974
Library Index to "The History of the Women's Club Movement in America." 51p. 1mf. L1 ED 310 788
Living Research: Oral History in the Black Community. 13p. 1mf. L1 ED 310 995

Social Influences
Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms. 34p. 1mf. L1 ED 310 930
Television Autobiographies: The Audience Speaks for Itself. 34p. 1mf. L1 ED 310 434

Social Integration
On Campus: Integrating the University Environment. 9p. 1mf. L1 ED 310 568
Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children. 34p. 1mf. L1 ED 311 114

Social Networks
Politics of Planning: Political Clientelism in Educational Innovation. 44p. 1mf. L1 ED 310 513

Social Problems
Redefining the Community College for the Year 2000. 16p. 1mf. L1 ED 310 802
Speak for Yourself. 16p. 1mf. L1 ED 310 990

Social Services
Children's Programs in an Era of Scarce Resources Chapter Five . 44p. 1mf. L1 ED 311 099
Model for Rural Social Service Outreach. 15p. 1mf. L1 ED 310 909
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment. 30p. 1mf. L1 ED 311 127

Social Status
Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers. 7p. 1mf. L1 ED 310 316
Longitudinal Study of Extremely Popular Children. 14p. 1mf. L1 ED 310 877
Social Class and Kindergarten Children's Confidence in Writing. 10p. 1mf. L2 ED 310 414

Social Stratification
Learning To Be Remedial: Constructing the Meaning of Literacy in High School English Classes. 49p. 1mf. L2 ED 310 422
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481. 47p. 1mf. L2 ED 311 122

Social Studies
Building an Indigenous Elementary Social Studies Curriculum: A Look at What's Happening in Liberia, West Africa. 6p. 1mf. L1 ED 310 994
Excellence in Social Studies Education: The Foundation of Active Citizenship. 44p. 1mf. L1 ED 310 977
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83. 124p. 2mf. L1 ED 310 956
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition. 43p. 1mf. L1 ED 310 983
Improving Textbook Usability. Final Report. 230p. 3mf. L1 ED 310 585
Social Studies 30. Grade 12 Diploma Examination. 32p. 1mf. L1 ED 310 951
Speak for Yourself. 16p. 1mf. L1 ED 310 990
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series. 50p. 1mf. L2 ED 310 962

Social Support Groups
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities. 66p. 1mf. L1 ED 310 683
Sex, Empathy, and Social Skills as Predictors of Social Support. 13p. 1mf. L1 ED 310 328
Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children. 15p. 1mf. L1 ED 310 578
Stress in the Work Environment: An Examination of Social Support and Hardiness. 10p. 1mf. L1 ED 310 293
Support Groups for Identified "At Risk" Middle School/Junior High School Students. 16p. 1mf. L1 ED 310 301

Sociocultural Patterns
Consequences of Family Change for Children's Development. 15p. 1mf. L1 ED 310 859
Home Schooling: A Primer for State Legislators. 8p. 1mf. L2 ED 310 840
Work Disability in Appalachia. 21p. 1mf. L1 ED 310 890

Socioeconomic Influences
Study of the Predictability of School District Bond Ratings. 25p. 1mf. L1 ED 310 481

Softball
Softball. Steps to Success. 216p. mf. L3 ED 311 037
Teaching Softball. Steps to Success. 239p. mf. L3 ED 311 036

Solar System
Space Pioneers and Where They Are Now. 27p. 1mf. L1 ED 310 938

Solomon Islands
Education and Libraries in the Solomon Islands: A Bibliography of English-Language Books, Documents, Papers, Theses and Dissertations and Journal Articles. 23p. 1mf. L1 ED 310 991

Songs
Folk Recordings Selected from the Archive of Folk Culture. 59p. 1mf. L1 ED 310 957
Schema-Triggered Cognitive and Affective Response to Music: Applying an Information-Processing Model to Rock 'N' Roll. 37p. 1mf. L1 ED 310 446

South Africa
Poor Concept Formation in Mathematics: A Diagnostic Perspective. 82p. 1mf. L1 ED 310 926
Silenced but Not Silent: The Rhetorical Influence of Nelson Mandela. 25p. 1mf. L1 ED 310 471

South Carolina
EIA: Educational Reform or Repression? 14p. 1mf. L1 ED 310 551
Legal Documents Pertaining to Postsecondary Education. State of South Carolina. 372p. 4mf. L1 ED 310 697
South Carolina Comprehensive Career Guidance Program for Grades K-12. 135p. 2mf. L1 ED 310 232

South Carolina Educational Improvement Act
EIA: Educational Reform or Repression? 14p. 1mf. L1 ED 310 551

Space
Art 7 & 8: Teacher Guide. 42p. 1mf. L1 ED 310 964

Space Exploration
Best We Can Be. 41p. 1mf. L1 ED 310 936
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator. 52p. 1mf. L1 ED 310 942
On the Wings of a Dream: The Space Shuttle. 33p. 1mf. L1 ED 310 937
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series. 171p. 2mf. L1 ED 310 941
Space Pioneers and Where They Are Now. 27p. 1mf. L1 ED 310 938
Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939
Upper Atmosphere; Threshold of Space. 40p. 1mf. L1 ED 310 934

Space Sciences
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988). 351p. 4mf. L2 ED 310 940
Best We Can Be. 41p. 1mf. L1 ED 310 936
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator. 52p. 1mf. L1 ED 310 942
Discovery. 85p. 1mf. L1 ED 310 946
Space Pioneers and Where They Are Now. 27p. 1mf. L1 ED 310 938
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939
Upper Atmosphere; Threshold of Space. 40p. 1mf. L1 ED 310 934

Space Shuttle
Best We Can Be. 41p. 1mf. L1 ED 310 936
On the Wings of a Dream: The Space Shuttle. 33p. 1mf. L1 ED 310 937
Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935

Space Station
Space Station Freedom. A Foothold on the Future. 49p. 1mf. L1 ED 310 939

Space Utilization
Financing Public School Facilities under the Maximum Class Size Requirements in Texas. 154p. 2mf. L1 ED 310 543

Spain
Conversational Interaction Strategies of Teachers in Catalan Immersion Classes. 20p. 1mf. L1 ED 310 631

Spanish American War
Spanish-American War: "You Furnish the Pictures, I'll Furnish the War." 33p. 1mf. L1 ED 310 459

Spanish Speaking
Project CABE 1986-1987: O.E.A. Evaluation Section Report. 41p. 1mf. L1 ED 310 609

Spatial Ability
Television's Computer Imagery and a New Spatial Aesthetic. 20p. 1mf. L1 ED 310 762

Special Classes
Study of Current In-School Suspension Programs in New York State. 156p. 2mf. L2 ED 311 137

Special Education
Ecological Inventories and Curriculum Development for Special Education in Developing Countries. 11p. 1mf. L1 ED 310 564
Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative. 13p. 1mf. L1 ED 310 593
Local Districts' Fiscal Contributions to Special Education in Texas. 19p. 1mf. L1 ED 310 556
Social Change and Special Education. 14p. 1mf. L1 ED 310 583
Value-Critical Approach to Transition Policy Analysis. 84p. 1mf. L1 ED 310 610

Special Education Teachers
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference. 18p. 1mf. L1 ED 310 560

Special Programs
Grants for Excellence. Project Manual 1987-1988. 90p. 1mf. L2 ED 311 126
Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541

Speech Skills
Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course. 19p. 1mf. L1 ED 310 831

Speech Tests
Strategies for Assessment of the Basic Undergraduate Interpersonal Communication Course. 19p. 1mf. L1 ED 310 831

Spokane (Tribe)
Vision of the Spokane Prophet. Council 108. 39p. 1mf. L2 ED 310 899

SQ3R Study Formula
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report. 103p. 2mf. L1 ED 310 584

Staff Development
New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988. 19p. 1mf. L1 ED 310 637
Opportunity 1992. College Courses and the Single European Market. 7p. 1mf. L1 ED 310 279
Peer Coaching as a Method of Staff Development: An Annotated Bibliography. 53p. 1mf. L1 ED 311 031
Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1. 9p. 1mf. L1 ED 310 288
Social Battleground of School Improvement: When a Troubled School Is Impacted by an Intensive Renewal Program. 27p. 1mf. L1 ED 310 492

Standard Spoken Usage
Determination of Prerequisite Relationships in a Standardized Usage and Expression Test. 23p. 1mf. L1 ED 311 050

Standardized Tests
Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35. 70p. 1mf. L1 ED 311 064
Structured Method for Direct Assessment of Writing. 15p. 1mf. L1 ED 311 073
Teacher Competency Testing: Panacea or Pandora's Box? 27p. 1mf. L1 ED 311 028
Why Do Students Repeat Admissions Tests? 10p. 1mf. L1 ED 311 058
Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States. 5p. 1mf. L1 ED 311 048

State Action
Efficiency of Freedom. Report of the Committee on Government and Higher Education. 57p. 1mf. L2 ED 310 708
Teachers for the 21st Century. Report of the Task Force on Teacher Education. 31p. 1mf. L1 ED 311 025

State Aid
Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2. 311p. 4mf. L1 ED 310 713
Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1. 307p. 4mf. L1 ED 310 712
Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2. 299p. 4mf. L1 ED 310 715
Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1. 343p. 4mf. L1 ED 310 714
Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability. 58p. 1mf. L2 ED 311 078
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience. 176p. 2mf. L1 ED 310 655
Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs. 76p. 1mf. L1 ED 310 688

State Boards of Education
Education Reform Survey. 22p. mf. L3 ED 310 503

State by State Assessment
Recommendations for State-by-State Assessment of Student Achievement. 10p. 1mf. L2 ED 311 083

State Colleges
Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities. 15p. 1mf. L1 ED 310 711
Efficiency of Freedom. Report of the Committee on Government and Higher Education. 57p. 1mf. L2 ED 310 708
Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985. 32p. 1mf. L2 ED 310 707
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s. 58p. 1mf. L1 ED 310 674
Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3. 32p. 1mf. L1 ED 310 706
Statistical Abstract of Higher Education in North Carolina, 1988-89. 251p. 3mf. L1 ED 310 644

State Education Assessment Center
Recommendations for State-by-State Assessment of Student Achievement. 10p. 1mf. L2 ED 311 083

State Government
Growing Up Alone: Children Waiting for Families. 51p. 1mf. L1 ED 310 838
Michigan Opportunity Card. 15p. 1mf. L1 ED 310 347
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary. 31p. 1mf. L1 ED 310 842

State History
General History of Public School Finance in Alaska. Operating and Capital Costs. 47p. 1mf. L1 ED 310 482

State Legislation
Approaches to Meeting the 50% Law Requirement. 37p. 1mf. L1 ED 310 801
EIA: Educational Reform or Repression? 14p. 1mf. L1 ED 310 551
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series. 19p. 1mf. L2 ED 310 489
Financing Public School Facilities under the Maximum Class Size Requirements in Texas. 154p. 2mf. L1 ED 310 543
Home Schooling: A Primer for State Legislators. 8p. 1mf. L2 ED 310 840
Legal Documents Pertaining to Postsecondary Education. State of South Carolina. 372p. 4mf. L1 ED 310 697

(Continued)

State Legislation *(Continued)*

Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

State Programs

Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.
64p. 1mf. L1 ED 311 141

Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.
99p. 2mf. L1 ED 311 086

Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673

Michigan Opportunity Card.
15p. 1mf. L1 ED 310 347

Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program.
19p. 1mf. L1 ED 311 053

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

State School District Relationship

Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497

State Standards

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

Trade and Industrial Education Requirements in the United States and Territories.
206p. 3mf. L1 ED 310 238

State Surveys

Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142

State Universities

Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702

Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
15p. 1mf. L1 ED 310 711

Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89.
262p. 3mf. L1 ED 310 703

State University of New York

Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89.
262p. 3mf. L1 ED 310 703

Statewide Planning

Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana.
57p. 1mf. L1 ED 310 249

JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128

Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Statistical Analysis

Applications of Multivariate Statistics: A Bibliography of Canonical Correlation Analysis Studies.
13p. 1mf. L1 ED 311 070

Misused Statistics: Straight Talk for Twisted Numbers.
237p. mf. L3 ED 311 057

Steiner (Rudolf)

School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

Stewart B Mckinney Homeless Assistance Act

Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
138p. 2mf. L1 ED 311 108

Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
130p. 2mf. L1 ED 311 107

Still Video Cameras

Still-Video Photography: Tomorrow's Electronic Cameras in the Hands of Today's Photojournalists.
22p. 1mf. L1 ED 310 443

Story Grammar

Active Participation in the Reading of Fourth and Sixth Grade Children.
11p. 1mf. L1 ED 310 365

Story Reading

Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500.
25p. 1mf. L2 ED 310 322

Strategic Defense Initiative

"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940

Strategic Issues Management

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
27p. 1mf. L1 ED 310 260

Strategic Planning

RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538

Stress Management

Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Stress Variables

Academic Stress in Kindergarten Children.
24p. 1mf. L1 ED 310 865

Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices.
20p. 1mf. L1 ED 310 857

Competitive Stress in Athletes: Determinants and Impact on Performance.
32p. 1mf. L1 ED 311 030

Critical Issues for Intern Teachers during the Clinical Experience.
24p. 1mf. L1 ED 311 008

Situational Stressors and Childhood Abuse as Predictors of Frequency, Type and Severity of Abuse Against Battered Women.
20p. 1mf. L1 ED 310 344

Stress and Supports to Families with a Handicapped Child and Adjustment of Families with Handicapped Children.
15p. 1mf. L1 ED 310 578

Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Structural Elements (Construction)

Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition.
57p. 1mf. L1 ED 310 947

Structural Unemployment

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Student Attitudes

AIDS: A Statewide Survey of Students' Knowledge and Attitudes.
39p. 1mf. L1 ED 310 699

Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Career Student Follow-Up: Class of 1987-88.
60p. 1mf. L1 ED 310 824

Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy.
9p. 1mf. L1 ED 310 319

Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study.
128p. 2mf. L1 ED 310 399

Effects of Occupational Prestige, Employment Status and Marital Status on Perceptions of Mothers.
7p. 1mf. L1 ED 310 316

Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664

Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers.
45p. 1mf. L1 ED 311 020

Middle School Students' Attitudes about Reading.
20p. 1mf. L1 ED 310 352

Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908

Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
46p. 1mf. L1 ED 310 886

What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Why Do Students Repeat Admissions Tests?
10p. 1mf. L1 ED 311 058

Student Attrition

Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819

Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
63p. 1mf. L1 ED 310 830

Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Student Behavior

Behavioral Referents of Presented Self-Esteem in Young Children.
17p. 1mf. L1 ED 310 854

Comprehensive Review of the Literature on the Effects of Breakfast on Mental Performance and Scholastic Achievement.
54p. 1mf. L1 ED 311 027

Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535

Effects of Kindergarten Scheduling: A Summary of Research. Research Brief.
90p. 1mf. L2 ED 310 852

Observational Study of Social Processes in Microcomputer Classrooms.
22p. 1mf. L1 ED 310 742

Research Design and Procedures for Team Ethnography in the Study of an Elementary French Class at Michigan Technological University.
49p. 1mf. L1 ED 310 624

Student Characteristics

Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835

Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

Early Secondary School Adjustment for At-Risk and Highest-Risk Students.
43p. 1mf. L1 ED 310 303

Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664

Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134

Longitudinal Study of Extremely Popular Children.
14p. 1mf. L1 ED 310 877

Oregon Office of Community College Services: Profile, 1987-88.
129p. 2mf. L1 ED 310 827

Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23.
60p. 1mf. L1 ED 311 016

Statistical Abstract of Higher Education in North Carolina, 1988-89.
251p. 3mf. L1 ED 310 644

Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
63p. 1mf. L1 ED 310 830

Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

Student College Relationship

Freshman Year Experience. Helping Students Survive and Succeed in College.
441p. mf. L3 ED 310 664

Student Costs

Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720

Statistical Abstract of Higher Education in North Carolina, 1988-89.
251p. 3mf. L1 ED 310 644

Student Developed Materials

Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724

Production Fever--Catch It!
24p. 1mf. L1 ED 310 726

Student Development

Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810

Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

Concerns of Student Teachers: Development during the Pre-Service Period.
9p. 1mf. L1 ED 311 011

Perry Levels and Belenky's Findings: Their Possibilities in the Teaching of Art and Art History.
31p. 1mf. L1 ED 310 698

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

Student Educational Objectives

Educational Orientation of Nigerian Adult Learners.
16p. 1mf. L1 ED 310 229

Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
66p. 1mf. L1 ED 310 612

On Campus: Integrating the University Environment.
9p. 1mf. L1 ED 310 568

Student Evaluation

How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference.
18p. 1mf. L1 ED 310 560

In the Eye of the Beholder: Teachers as Perceivers.
18p. 1mf. L1 ED 311 088

ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066

Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602

Why Secondary Teachers Fail Students.
32p. 1mf. L1 ED 311 061

Student Evaluation of Teacher Performance

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study.
40p. 1mf. L1 ED 311 013

Critical Teaching Behaviors as Perceived by Adult Undergraduates.
25p. 1mf. L1 ED 311 015

What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching?
17p. 1mf. L1 ED 310 641

Student Financial Aid

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.
307p. 4mf. L1 ED 310 712

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.
343p. 4mf. L1 ED 310 714

Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673

Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
5p. 1mf. L1 ED 310 718

Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
76p. 1mf. L1 ED 310 688

U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.
27p. 1mf. L1 ED 310 645

Student Flow

Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833

Student Information Systems

Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833

Student Interests

Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.
35p. 1mf. L1 ED 310 918

Student Loan Programs

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.
307p. 4mf. L1 ED 310 712

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.
343p. 4mf. L1 ED 310 714

U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.
27p. 1mf. L1 ED 310 645

Student Mobility

Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Student Motivation

Difference in 'Thinking' among Students Who Like Economics.
16p. 1mf. L1 ED 310 959

Evaluation of the Supergraduate Program, Phase 1.
20p. 1mf. L1 ED 310 809

Leading Students to Optimal Performance through Motivation.
46p. 1mf. L1 ED 310 306

Student Needs

BLOCK Successful Alternative Format Addressing Learner Needs.
8p. 1mf. L1 ED 311 003

Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
130p. 2mf. L1 ED 311 107

Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148

Student Organizations

North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.
155p. 2mf. L1 ED 310 251

Student Participation

Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Student Personnel Services

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811

Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
141p. 2mf. L1 ED 310 836

Student Placement

Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

Organization and Administration of a Teaching Center: The Successful Approach.
20p. 1mf. L1 ED 311 042

Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131

Student Reaction

Cognitive Styles, Computerized Treatments on Mathematics Achievement and Reaction to Treatments.
13p. 1mf. L1 ED 310 927

Student Records

Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
154p. 2mf. L1 ED 310 660

Student Recruitment

Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Investigation of SCDEs' Efforts To Recruit an Ethnic and Cultural Mix of Preservice Teacher Education Students.
19p. 1mf. L1 ED 311 044

Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257

Recruitment and Retention of Minority Students Entering Teacher Education.
7p. 1mf. L1 ED 311 043

Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654

Student Research

Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988).
151p. 2mf. L1 ED 310 619

Student Rights

Call for the End of Corporal Punishment in Schools.
15p. 1mf. L1 ED 310 522

School Law for Kentucky Teachers and Administrators. Third Edition.
336p. 4mf. L1 ED 310 506

Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

Student School Relationship

Minority Viewpoint: Looking at School from the Perspective of At-Risk Native American Students.
27p. 1mf. L1 ED 310 908

Tennessee's Student Drug Testing Law.
12p. 1mf. L1 ED 310 550

Student Strategic Learning Inventory

Development of an Instrument To Assess Learning Strategies.
20p. 1mf. L1 ED 311 089

Student Teacher Attitudes

Concerns of Student Teachers: Development during the Pre-Service Period.
9p. 1mf. L1 ED 311 011

Student Teacher Evaluation

Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Student Teacher Supervisors

Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Student Teachers

Concerns of Student Teachers: Development during the Pre-Service Period.
9p. 1mf. L1 ED 311 011

Student Writing Models

"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404

Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Students

Is High Self-Esteem a Precondition of "Normal" Behavior?
6p. 1mf. L1 ED 310 331

Study Habits

Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College.
58p. 1mf. L1 ED 310 378

Secondary School Homework Practices: Uses and Misuses.
26p. 1mf. L1 ED 311 051

Study Natl Incidence Preval Child Abuse Neg

Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.
172p. 2mf. L1 ED 310 613

Study Skills

Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584

Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).
17p. 1mf. L1 ED 310 363

Subject Index Terms

Library Index to "The History of the Women's Club Movement in America."
51p. 1mf. L1 ED 310 788

Substance Abuse

Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

Instruments for Assessing Substance Abuse: A Review.
38p. 1mf. L1 ED 311 072

Substitute Teachers

Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418

Suggestology

Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093

Suicide

Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

Summative Evaluation

Administrator Evaluation in the Small School District.
18p. 1mf. L1 ED 310 519

Summer Programs

Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Supergraduate Program CA

Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810

Evaluation of the Supergraduate Program, Phase 1.
20p. 1mf. L1 ED 310 809

Superheroes

Historical Study of Children's Heroes and Fantasy Play.
48p. 1mf. L1 ED 310 885

Superintendents

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7.
127p. 2mf. L2 ED 310 907

Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness.
26p. 1mf. L1 ED 310 520

Public School Superintendents in Western Pennsylvania: An Assessment of Conflict and Coping.
57p. 1mf. L1 ED 310 494

Superintendent's Evaluation Process.
25p. 1mf. L1 ED 310 510

Supervision

Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
174p. 2mf. L1 ED 310 608

Supervisor Qualifications

How To Hire Top School Administrators.
35p. 1mf. L1 ED 310 555

Supervisors

Satisfaction with Subordinates in the Workplace.
21p. 1mf. L1 ED 310 343

Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
174p. 2mf. L1 ED 310 608

Supervisory Methods

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

Supervision Research in Human Communication Disorders: A State-of-the-Art Review.
174p. 2mf. L1 ED 310 608

Systematic Observation Techniques To Improve Teaching.
27p. 1mf. L1 ED 311 007

Supervisory Training

Bilingual Special Education Administrative Internship Program: The Fusion of Theory and Practice.
12p. 1mf. L1 ED 310 491

Experiential Learning in Educational Administration: A Proactive View of Principalship Preparation.
23p. 1mf. L1 ED 310 554

Supplementary Education

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.
64p. 1mf. L1 ED 311 141

Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Sweden (Uppsala)

Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Swedish Speaking

Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628

Syntax

How Ergative Is Basque?
14p. 1mf. L2 ED 310 620

Systems Analysis

Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
32p. 1mf. L1 ED 310 741

What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Systems Approach

Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students. 31p. 1mf. L1 ED 311 146

Systems Development

Major Policy Developments for Early Childhood Services in New Zealand. 16p. 1mf. L2 ED 310 853

Take Pride in America

Take Pride in America Educational Leader's Guide. 29p. 1mf. L1 ED 310 911

Talent

Identifying and Nurturing the Gifted: An International Perspective. 184p. 2mf. L2 ED 310 558

Program Evaluation Report: Gifted/Talented Education. 117p. 2mf. L1 ED 310 582

Tax Allocation

Children's Services in an Era of Uncertainty. Chapter One . 16p. 1mf. L1 ED 311 095

Tax Limitation Efforts

Children's Services in an Era of Uncertainty. Chapter One . 16p. 1mf. L1 ED 311 095

Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three . 41p. 1mf. L1 ED 311 097

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education. 304p. 4mf. L1 ED 311 094

Tax Limitation Movement of the 1970's: A National Perspective Chapter Two . 59p. 1mf. L1 ED 311 096

Teacher

New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988. 19p. 1mf. L1 ED 310 637

Teacher Administrator Relationship

Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior. 70p. 1mf. L1 ED 311 012

Rolling Terrace: An Effective School under Adverse Conditions. 17p. 1mf. L1 ED 310 524

Teacher Aides

Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541

Teacher Assistance Teams

Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541

Teacher Attitudes

Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520. 96p. 1mf. L1 ED 311 133

Charting the Course. 8p. 1mf. L1 ED 310 376

Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices. 20p. 1mf. L1 ED 310 857

Effects of Kindergarten Scheduling: A Summary of Research. Research Brief. 90p. 1mf. L2 ED 310 852

How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference. 18p. 1mf. L1 ED 310 560

Influence of Prior Perspectives, Roles, and Participation upon Views about Curriculum Development. 40p. 1mf. L1 ED 310 516

Measuring Illinois Public School Practitioners' Agreement on Seven Indicators of School Effectiveness. 26p. 1mf. L1 ED 310 520

Relationship of Teacher Perceptions of Children's Temperament and Intellectual Ability. 8p. 1mf. L1 ED 310 878

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education. 20p. 1mf. L1 ED 311 010

Teacher Behavior

Conversational Interaction Strategies of Teachers in Catalan Immersion Classes. 20p. 1mf. L1 ED 310 631

Critical Teaching Behaviors as Perceived by Adult Undergraduates. 25p. 1mf. L1 ED 311 015

Observational Study of Social Processes in Microcomputer Classrooms. 22p. 1mf. L1 ED 310 742

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education. 20p. 1mf. L1 ED 311 010

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice. 17p. 1mf. L1 ED 311 017

Teacher Burnout

Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior. 70p. 1mf. L1 ED 311 012

Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels. 36p. 1mf. L1 ED 311 074

Teacher Certification

Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations. 43p. 1mf. L1 ED 311 075

Measurement Practices Used in the Certification of Educators. 39p. 1mf. L1 ED 310 547

Teacher Competency Testing: Panacea or Pandora's Box? 27p. 1mf. L1 ED 311 028

Teachers for the 21st Century. Report of the Task Force on Teacher Education. 31p. 1mf. L1 ED 311 025

Trade and Industrial Education Requirements in the United States and Territories. 206p. 3mf. L1 ED 310 238

Teacher Characteristics

Cerritos College Information Notebook, 1988-89. 324p. 4mf. L1 ED 310 800

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study. 40p. 1mf. L1 ED 311 013

Critical Teaching Behaviors as Perceived by Adult Undergraduates. 25p. 1mf. L1 ED 311 015

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 39p. 1mf. L1 ED 311 009

Teacher Competencies

P.L. 99-457 and Teacher Education: Are We Ready? 9p. 1mf. L1 ED 310 600

Teacher Education

Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987. 81p. 1mf. L1 ED 310 870

P.L. 99-457 and Teacher Education: Are We Ready? 9p. 1mf. L1 ED 310 600

Trade and Industrial Education Requirements in the United States and Territories. 206p. 3mf. L1 ED 310 238

Teacher Education Curriculum

Model for Implementing a Knowledge-Based Curriculum in Teacher Education. 16p. 1mf. L1 ED 311 019

Multicultural Education: Issues and Perspectives. 337p. mf. L3 ED 311 102

Teacher Education Programs

Concerns of Student Teachers: Development during the Pre-Service Period. 9p. 1mf. L1 ED 311 011

Professional Development Schools: An Exploratory Approach. 14p. 1mf. L1 ED 311 021

Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990). 18p. 1mf. L1 ED 310 239

Teachers for the 21st Century. Report of the Task Force on Teacher Education. 31p. 1mf. L1 ED 311 025

Teacher Effectiveness

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study. 40p. 1mf. L1 ED 311 013

Charting the Course. 8p. 1mf. L1 ED 310 376

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire. 17p. 1mf. L1 ED 310 534

Encouraging School Staff To Collaborate for Instructional Effectiveness. 39p. 1mf. L1 ED 310 557

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs. 15p. 1mf. L1 ED 310 552

Guide to Developing Communication across the Curriculum. 86p. 1mf. L1 ED 311 041

Teacher Employment

Teachers and Community Service: A Plus for Both. 68p. 1mf. L2 ED 311 040

Teacher Employment Benefits

Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search. 25p. 1mf. L2 ED 310 486

Teacher Evaluation

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study. 40p. 1mf. L1 ED 311 013

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire. 17p. 1mf. L1 ED 310 534

Teacher Evaluation: Educative Alternatives. 220p. mf. L3 ED 311 055

Three Selected Factors Affecting Performance Assessment of Teaching Using a Research-Based Observation Instrument. 25p. 1mf. L1 ED 311 023

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program. 19p. 1mf. L1 ED 311 053

Teacher Expectations of Students

In the Eye of the Beholder: Teachers as Perceivers. 18p. 1mf. L1 ED 311 088

Why Secondary Teachers Fail Students. 32p. 1mf. L1 ED 311 061

Teacher Improvement

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire. 17p. 1mf. L1 ED 310 534

Role of Reflection in Professional Medical Education: A Conceptual Change Interpretation. 28p. 1mf. L1 ED 310 672

Teacher Interns

Critical Issues for Intern Teachers during the Clinical Experience. 24p. 1mf. L1 ED 311 008

Teacher Participation

Empowering Teachers: The Key to School Based Reform. 10p. 1mf. L1 ED 311 004

Faculty Use of Interactive Media Technology. 11p. 1mf. L1 ED 310 815

Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 36p. 1mf. L1 ED 311 018

Models of Shared Leadership: Evolving Structures and Relationships. 19p. 1mf. L1 ED 310 490

Teacher Performance Appraisal Instrument

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs. 15p. 1mf. L1 ED 310 552

Teacher Promotion

Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement. 16p. 1mf. L1 ED 310 500

Teacher Qualifications

Effects of Computer Assisted Instruction on Mathematics and Locus of Control. 19p. 1mf. L1 ED 310 919

In-Service Teacher Education at a Distance: Trends in Third World Development. 8p. 1mf. L1 ED 310 739

Status of Teachers and Teacher Education in High School Psychology. 12p. 1mf. L1 ED 311 014

Trade and Industrial Education Requirements in the United States and Territories. 206p. 3mf. L1 ED 310 238

Teacher Recruitment

Campus Trends, 1989. Higher Education Panel Report No. 78. 84p. 1mf. L1 ED 310 700

Teacher Response

Partners in Knowledge: Negotiating a Student-Teacher Relationship. 16p. 1mf. L1 ED 310 410

Systematic Approach for Responsibly and Effectively Managing the Disruptive Behavior of "At-Risk" Students. 31p. 1mf. L1 ED 311 146

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice. 17p. 1mf. L1 ED 311 017

Teacher Responsibility

Empowering Teachers: The Key to School Based Reform. 10p. 1mf. L1 ED 311 004

Teacher Rights

School Law for Kentucky Teachers and Administrators. Third Edition. 336p. 4mf. L1 ED 310 506

Teacher Role

Appropriate Curriculum for Full-Time Kindergarten. 11p. 1mf. L1 ED 310 845

Beyond the Ivory Tower: College and University Partnerships with Business. 15p. 1mf. L1 ED 310 692

Cooperative Problem-Solving in the Classroom. 3p. 1mf. L1 ED 310 881

Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 36p. 1mf. L1 ED 311 018

Teachers Initiating Change towards More Flexible Curriculum Practices. 18p. 1mf. L1 ED 310 864

Using Information Technology To Create New Educational Situations. 20p. 1mf. L1 ED 310 793

Teacher Salaries

Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement. 16p. 1mf. L1 ED 310 500

Teacher Shortage

Campus Trends, 1989. Higher Education Panel Report No. 78. 84p. 1mf. L1 ED 310 700

In-Service Teacher Education at a Distance: Trends in Third World Development. 8p. 1mf. L1 ED 310 739

Teacher Student Relationship

Causal Inference and Sexual Harassment: Hands-On Experience To Illustrate a Hands-Off Policy. 9p. 1mf. L1 ED 310 319

Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study. 40p. 1mf. L1 ED 311 013

Charting the Course. 8p. 1mf. L1 ED 310 376

Critical Teaching Behaviors as Perceived by Adult Undergraduates. 25p. 1mf. L1 ED 311 015

Getting Social about Critical Thinking: Power and Constraints of Apprenticeship. 22p. 1mf. L1 ED 311 033

Partners in Knowledge: Negotiating a Student-Teacher Relationship. 16p. 1mf. L1 ED 310 410

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice. 17p. 1mf. L1 ED 311 017

Using Information Technology To Create New Educational Situations. 20p. 1mf. L1 ED 310 793

Teacher Supply and Demand

Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model. 39p. 1mf. L1 ED 310 694

Teachers for the 21st Century. Report of the Task Force on Teacher Education. 31p. 1mf. L1 ED 311 025

Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States. 5p. 1mf. L1 ED 311 048

Teacher Workshops

Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology. 158p. 2mf. L2 ED 310 764

Teachers

"The Student's Right to Write" and "Composition Opinionnaire to the Student's Right To Write": A Comparison of Responses across Decades. 43p. 1mf. L1 ED 310 405

Teaching (Occupation)

Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning. 17p. 1mf. L1 ED 310 670

Teachers for the 21st Century. Report of the Task Force on Teacher Education. 31p. 1mf. L1 ED 311 025

Teachers, Gender and Careers. 227p. mf. L3 ED 311 005

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 39p. 1mf. L1 ED 311 009

Teaching Assistants

What Really Affects Undergraduates' Evaluations of Nonnative Teaching Assistant's Teaching? 17p. 1mf. L1 ED 310 641

Teaching Experience

Influence of Salary Schedule Variables on Teacher Applicant Pools, Retention, and Advanced Degrees, and on Student Achievement. 16p. 1mf. L1 ED 310 500

Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers. 45p. 1mf. L1 ED 311 020

Teaching Guides

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475. 30p. 1mf. L1 ED 310 357

Reaching the Heart: Quality Poetry Instruction for Young Children. 7p. 1mf. L1 ED 310 393

Teaching Methods

ARC: An Alternative Teaching Strategy for Developmental Reading. 14p. 1mf. L1 ED 310 816

Comparison of the Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices. 20p. 1mf. L1 ED 310 857

Cooperative and Workplace Learning Approaches. 11p. 1mf. L1 ED 310 657

Ecological Inventories and Curriculum Development for Special Education in Developing Countries. 11p. 1mf. L1 ED 310 564

Excellence in Social Studies Education: The Foundation of Active Citizenship. 44p. 1mf. L1 ED 310 977

Getting Social about Critical Thinking: Power and Constraints of Apprenticeship. 22p. 1mf. L1 ED 311 033

Integration--How Can We Make It Work? 9p. 1mf. L1 ED 310 575

New Model of Concept Teaching and Learning. 27p. 1mf. L1 ED 311 032

Peer Tutoring. A Guide to Learning by Teaching. 184p. mf. L3 ED 311 006

Perry Levels and Belenky's Findings: Their Possibilities in the Teaching of Art and Art History. 31p. 1mf. L1 ED 310 698

Right Brain Teaching Techniques with Elementary Learning Disabled Children. 127p. 2mf. L1 ED 310 614

Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541

Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice. 47p. 1mf. L1 ED 310 396

Teaching Softball. Steps to Success. 239p. mf. L3 ED 311 036

Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series. 50p. 1mf. L2 ED 310 962

Tracking System and the Informal Education in Japan. 43p. 1mf. L1 ED 310 515

Writing Across the Curriculum. 51p. 1mf. L1 ED 310 828

Teaching Skills

Learning To Teach: An Examination of Non-Formally Trained Physical Education Teachers. 45p. 1mf. L1 ED 311 020

Peer Coaching as a Method of Staff Development: An Annotated Bibliography. 53p. 1mf. L1 ED 311 031

Teaching Styles

Teaching Mathematics from a Chemist's Viewpoint. 14p. 1mf. L1 ED 310 803

Team Sports

NAGWS Volleyball Guide, 1989. Official Rules & Interpretations/Officiating. 209p. 3mf. L2 ED 311 045

Team Training

Teacher Assistance Teams: A Process for Democratic Teachers. 11p. 1mf. L1 ED 310 541

Teamwork

Encouraging School Staff To Collaborate for Instructional Effectiveness. 39p. 1mf. L1 ED 310 557

Technical Education

Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236

Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana. 57p. 1mf. L1 ED 310 249

Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries. 45p. 1mf. L1 ED 310 731

Technical Writing

Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21. 19p. 1mf. L1 ED 311 062

Technological Advancement

Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training. 75p. 1mf. L1 ED 310 236

Disabled Access to Technological Advances (DATA) Final Report. 109p. 2mf. L1 ED 310 598

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper. 50p. 1mf. L1 ED 310 283

PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988). 139p. 2mf. L1 ED 310 759

Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report. 82p. 1mf. L1 ED 310 776

Space Shuttle: The Renewed Promise. 29p. 1mf. L1 ED 310 935

Spinoff 1985. 133p. 2mf. L1 ED 310 944

Spinoff 1986. 132p. 2mf. L1 ED 310 945

Technological Literacy

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper. 50p. 1mf. L1 ED 310 283

Technology Education. A Bibliography. 31p. 1mf. L1 ED 310 281

Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology. 158p. 2mf. L2 ED 310 764

Technology

Access to Mathematics, Science, and Technology. 75p. 1mf. L1 ED 310 235

Service Delivery Mechanisms in Rehabilitation Technology. 11p. 1mf. L1 ED 310 599

Technology Transfer

Interactive Videodisc at California State University, Fullerton. 9p. 1mf. L1 ED 310 756

Problems Affecting Evaluation of Distance Education in Developing Countries. 13p. 1mf. L1 ED 310 743

Spinoff 1985. 133p. 2mf. L1 ED 310 944

Spinoff 1986. 132p. 2mf. L1 ED 310 945

To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology. 216p. 3mf. L1 ED 310 763

Telecommunications

Computer Conferencing in Distance Education. 26p. 1mf. L1 ED 310 734

Computer Networking in Japanese Education Today. AVE in Japan No. 27. 37p. 1mf. L1 ED 310 751

Department of Communications: A Plan and Policy for the Abolition of the Federal Communications Commission. 27p. 1mf. L1 ED 310 453

Linking for Learning. A New Course for Education. 191p. 2mf. L1 ED 310 765

Linking for Learning. A New Course for Education. Summary. 31p. 1mf. L1 ED 310 766

Linking for Learning: A New Course for Education. OTA Report Brief. 3p. 1mf. L1 ED 310 767

Overview of U.S. Telecommunications Policy, 1980-1988. 13p. 1mf. L1 ED 310 730

Teleconferencing

Computer Conferencing in Distance Education. 26p. 1mf. L1 ED 310 734

Television

Canadian and U.S. Perceptions of TV Values: Cultural Freedom or Domination? 29p. 1mf. L1 ED 310 449

Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views. 31p. 1mf. L1 ED 310 479

Use of Satellites by Education: Licences, Copyright and Contracts. 20p. 1mf. L1 ED 310 748

Television Commercials

Adoption of Program Length Commercials by Commercial Television Stations Nationwide: Do Market Concentration and Profitability Have an Effect? 32p. 1mf. L1 ED 310 430

Education of the Active Televiewer of School Age. 17p. 1mf. L1 ED 310 754

Television News

Criteria of Quality in Local Television Newscasts: News Directors' and Educators' Views. 31p. 1mf. L1 ED 310 479

TV Entertainment, News, and Racial Perceptions of College Students. 50p. 1mf. L1 ED 310 477

Television Reruns

Network Rerun Viewing in the Age of New Programming Services. 31p. 1mf. L1 ED 310 461

Television Research

Decade of Quiet: The Failure of Academic Research To Explore Public Broadcasting in the United States during the 1980s. 46p. 1mf. L1 ED 310 439

Television Viewing

Audience Selectivity and Involvement. 19p. 1mf. L1 ED 310 436

Education of the Active Televiewer of School Age. 17p. 1mf. L1 ED 310 754

Historical Study of Children's Heroes and Fantasy Play. 48p. 1mf. L1 ED 310 885

Impact of Religiosity on Television Use. 21p. 1mf. L1 ED 310 472

Intertextuality and Television Discourse: The Max Headroom Story. 27p. 1mf. L1 ED 310 462

It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time. 26p. 1mf. L1 ED 310 441

Network Rerun Viewing in the Age of New Programming Services. 31p. 1mf. L1 ED 310 461

Pilot Study for the Active TV Viewer Scholar Education. Final Report. Years 1984-1985. 14p. 1mf. L1 ED 310 758

Television Autobiographies: The Audience Speaks for Itself. 34p. 1mf. L1 ED 310 434

Turning Caring into Action. 22p. 1mf. L2 ED 310 850

TV Entertainment, News, and Racial Perceptions of College Students. 50p. 1mf. L1 ED 310 477

Tennessee

Tennessee's Student Drug Testing Law. 12p. 1mf. L1 ED 310 550

Tennessee Career Ladder Program

Use of Student Achievement Information in the Performance Evaluation of Teachers in the Tennessee Career Ladder Program. 19p. 1mf. L1 ED 311 053

Tennis

Teaching Tennis. Steps to Success. 211p. mf. L3 ED 311 038

Tennis. Steps to Success. 195p. mf. L3 ED 311 039

Test Bias

SAT Gender Gap: Identifying the Causes. 198p. 3mf. L2 ED 311 087

Teacher Competency Testing: Panacea or Pandora's Box? 27p. 1mf. L1 ED 311 028

Test Coaching

Tailored Educational Evaluation Program. 209p. 3mf. L1 ED 311 091

Test Construction

Behavioral Referents of Presented Self-Esteem in Young Children. 17p. 1mf. L1 ED 310 854

Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children. 38p. 1mf. L1 ED 310 858

Development of an Instrument To Assess Learning Strategies. 20p. 1mf. L1 ED 311 089

Structured Method for Direct Assessment of Writing. 15p. 1mf. L1 ED 311 073

Test Format

Facet Analysis of the Client Needs Assessment Instrument. 18p. 1mf. L1 ED 311 068

Test Items

Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5. 37p. 1mf. L2 ED 311 076

Test of English as a Foreign Language

Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items. 19p. 1mf. L1 ED 311 054

Test Reliability

Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children. 38p. 1mf. L1 ED 310 858

Test Repeaters

Why Do Students Repeat Admissions Tests? 10p. 1mf. L1 ED 311 058

Test Results

Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35. 70p. 1mf. L1 ED 311 064

High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System. 99p. 2mf. L1 ED 311 086

Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39. 54p. 1mf. L1 ED 311 065

Test Validity

Competitive Stress in Athletes: Determinants and Impact on Performance. 32p. 1mf. L1 ED 311 030

Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery. 354p. mf. L3 ED 311 056

Read-Comp as an Additional Measure of Writing Ability. 28p. 1mf. L1 ED 311 067

Teacher Burnout: Validating the Maslach Burnout Inventory across Four Educational Levels. 36p. 1mf. L1 ED 311 074

Teacher Competency Testing: Panacea or Pandora's Box? 27p. 1mf. L1 ED 311 028

Texas

Financing Public School Facilities under the Maximum Class Size Requirements in Texas. 154p. 2mf. L1 ED 310 543

Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers. 23p. 1mf. L1 ED 310 590

Local Districts' Fiscal Contributions to Special Education in Texas. 19p. 1mf. L1 ED 310 556

Program Evaluation Report: Gifted/Talented Education. 117p. 2mf. L1 ED 310 582

Texas (Fort Worth)

Superintendent's Evaluation Process. 25p. 1mf. L1 ED 310 510

Texas (San Antonio)

Incentive and Recruitment Campaign for the San Antonio Family Day Home Accrediation Program. Final Report. 25p. 1mf. L1 ED 310 856

Text Factors

Discourse Analysis: Part I, Information Management and Cohesion. 59p. 1mf. L1 ED 310 383

Text Structure

Understanding How Reader Characteristics Affect Comprehension of Text. 33p. 1mf. L1 ED 310 371

Textbook Content

Improving Textbook Usability. Final Report. 230p. 3mf. L1 ED 310 585

Textbook Evaluation

Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478. 22p. 1mf. L1 ED 310 354

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475. 30p. 1mf. L1 ED 310 357

Teaching Public Relations: The Role of Ethics. 23p. 1mf. L1 ED 310 428

Textbook Selection
Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354

Textbooks
Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
47p. 1mf. L1 ED 310 633

Theater Arts
Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Theory Practice Relationship
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion.
110p. 2mf. L1 ED 310 677
School Psychology: Cutting Edges in Research and Practice.
83p. 1mf. L2 ED 310 299
Social Change and Special Education.
14p. 1mf. L1 ED 310 583
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396
Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice.
17p. 1mf. L1 ED 311 017

Thinking Skills
Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353
Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
22p. 1mf. L1 ED 311 033
Reading, Writing, and Thinking: The Work of Eloise Greenfield and the Development of Critical Thinking Skills.
13p. 1mf. L1 ED 310 421
Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962

Thomas A Edison State College NJ
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Time
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
26p. 1mf. L1 ED 310 441

Time Blocks
BLOCK Successful Alternative Format Addressing Learner Needs.
8p. 1mf. L1 ED 311 003

Time Management
Quantity and Quality of Reading Instruction as It Relates to Student Achievement in Reading.
26p. 1mf. L1 ED 310 379

Tinto Theory
Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819
Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Title IX Education Amendments 1972
Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Toddlers
Four Stage Approach to Early Childhood Intervention.
22p. 1mf. L1 ED 310 861
Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Tourette Syndrome
Evolution of Learning Disabilities in Children with Tourette Syndrome: Educational Implications.
23p. 1mf. L1 ED 310 595

Track System (Education)
Tracking System and the Informal Education in Japan.
43p. 1mf. L1 ED 310 515

Trade and Industrial Education
Trade and Industrial Education Requirements in the United States and Territories.
206p. 3mf. L1 ED 310 238

Trade and Industrial Teachers
Trade and Industrial Education Requirements in the United States and Territories.
206p. 3mf. L1 ED 310 238

Traditional Grammar
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Traditional Schools
Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

Traffic Behavior
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Training
Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341
Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283

Training Methods
Data-Based Curriculum and Program Monitoring System for Deaf/Blind, PMH Secondary Students.
11p. 1mf. L1 ED 310 565
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760
Teaching Ecologically-Based Communication Skills to Persons Who Are Developmentally Delayed.
14p. 1mf. L1 ED 310 577
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31.
212p. 3mf. L1 ED 311 069

Transfer Alliance Program CA
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810

Transfer of Training
Memory Organization in the Bilingual/Second Language Learner.
14p. 1mf. L2 ED 310 621
Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731

Transfer Policy
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832

Transfer Programs
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.
72p. 1mf. L1 ED 310 804

Transfer Students
Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702
Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134
Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Transitional Programs
Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839
Transition in Minnesota.
10p. 1mf. L1 ED 310 567
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592

Transparencies
Making It with Media. Transparency Design.
24p. 1mf. L1 ED 310 723
Production Fever--Catch It!
24p. 1mf. L1 ED 310 726
Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728

Trend Analysis
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
41p. 1mf. L1 ED 310 311
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.
68p. 1mf. L1 ED 310 309
How Often Do You Need To Collect Student Performance Data? A Study of the Effects of Frequency of Probe Data Collection and Graph Characteristics on Teachers' Visual Inference.
18p. 1mf. L1 ED 310 560
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.
172p. 2mf. L1 ED 310 613

Truancy
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Tuition
Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Turntaking
Effects of Joint Activity Intervention on Children's Pragmatic Language Skills.
12p. 1mf. L1 ED 310 573

Tutorial Programs
Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Tutoring
Peer Tutoring. A Guide to Learning by Teaching.
184p. mf. L3 ED 311 006

Two Way Bilingual Programs
Links between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students.
21p. 1mf. L1 ED 310 629

Two Year College Students
Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835

Undergraduate Students
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720
Development of an Instrument To Assess Learning Strategies.
20p. 1mf. L1 ED 311 089

Undergraduate Study
Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education.
24p. 1mf. L1 ED 310 679
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658
Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
17p. 1mf. L1 ED 310 653

Undocumented Immigrants
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105

Unemployment
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124
Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
105p. 2mf. L1 ED 310 240

United Nations
ACCIS Guide to United Nations Information Sources on the Environment.
152p. 2mf. L1 ED 310 929
Indigenous Peoples and the United Nations: A Curriculum Project for Grades VII-XII.
149p. 2mf. L1 ED 310 967

United States
Overview of U.S. Telecommunications Policy, 1980-1988.
13p. 1mf. L1 ED 310 730
Similarities and Differences in Distance Education in Mexico and the U.S.
27p. 1mf. L1 ED 310 746

United States (Midwest)
Education Reform Survey.
22p. mf. L3 ED 310 503

United States (South)
Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719
Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

United States Constitution
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986

United States History
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980

Units of Study
Power of Algebra.
31p. 1mf. L1 ED 310 916

University of Maryland College Park
Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

University of Tennessee Knoxville
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

University of Wisconsin Madison
Political Systems Theory as an Explanatory Paradigm for a Governance Conflict.
29p. 1mf. L1 ED 310 684

Urban American Indians
Chicago American Indian Community, 1893-1988. Annotated Bibliography and Guide to Sources in Chicago.
295p. mf. L3 ED 310 895

Urban Areas
Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985.
32p. 1mf. L2 ED 310 707

Urban Education
Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.
64p. 1mf. L1 ED 311 141
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Urban Problems
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122

Urban Programs
Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095
Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097
Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117
Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Urban Schools
Corporate/Community Schools of America, Progres Report, 1988-89.
25p. 1mf. L1 ED 311 104
Corporate/Community Schools of America, Progress Report 1987-88.
31p. 1mf. L1 ED 311 103
Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Urban Youth
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

Use Studies
It's About Time: Revealing Why and How Some Empiricists Claim TV Wastes Our Time.
26p. 1mf. L1 ED 310 441
Manipulating Critical Variables: A Framework for Improving the Impact of Computers in the School Environment.
32p. 1mf. L1 ED 310 741

User Needs (Information)
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773
Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777

User Satisfaction (Information)
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781
Comparison of Computer-Based Bibliographic Database Searching vs. Manual Bibliographic Searching. Final CARE Grant Report #5964.
9p. 1mf. L1 ED 310 789

USSR
Shaping Science and Math Curriculum in the Age of Glasnost: Reports from Soviet Classrooms.
34p. 1mf. L1 ED 310 930
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Utah
Landscape Documentary: Unveiling the Face of "Wasteland."
19p. 1mf. L1 ED 310 450

Validity Generalization
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

Values
Ethical Issues and Value Conflicts in Our Public Schools: A Critical Aspect of the Regular Education Initiative.
13p. 1mf. L1 ED 310 593
Growth of Values: Who Is Admired and Why?
9p. 1mf. L1 ED 310 843
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267
Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

Values Education
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953
Obstacles to Ethics Instruction.
25p. 1mf. L1 ED 310 975
Offering Moral Education.
8p. 1mf. L1 ED 310 546

Variance (Statistical)
On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45.
37p. 1mf. L1 ED 311 077

Venereal Diseases
Don't Let It Get Around. Title No. 503.
178p. 2mf. L2 ED 310 325

Verbal Communication
Frame of Reference: Communicating with Understanding. Essay and Exercises.
17p. 1mf. L1 ED 310 426

Victims of Crime
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314
Responses Following Sexual and Non-Sexual Assault.
10p. 1mf. L1 ED 310 346

Video Privacy Protection Act 1988
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .
20p. 1mf. L1 ED 310 749

Videodisks
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732

Videotape Recordings
Enrichment of the Undergraduate Economics and Finance Curriculum through Economics U$A: Final Report.
17p. 1mf. L1 ED 310 736
Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106.
114p. 2mf. L1 ED 310 955
Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
18p. 1mf. L1 ED 310 429
Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .
20p. 1mf. L1 ED 310 749

Vietnam War
Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Violence
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Visual Aids
Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728

Visual Impairments
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615
Overview of Assessment Instruments for Early Childhood Visually Handicapped.
32p. 1mf. L1 ED 310 602
Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Visual Journalism
Reader Use and Understanding of Newspaper Informational Graphics.
23p. 1mf. L1 ED 310 416

Visual Literacy
Serendipity in Paperdoll Animation: Low Budget Methods for a Children's Workshop.
18p. 1mf. L1 ED 310 429
Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Visual Perception
Television's Computer Imagery and a New Spatial Aesthetic.
20p. 1mf. L1 ED 310 762

Vocabulary
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Vocabulary Development
Five Experiments on EFL Vocabulary Learning: A Project Report.
10p. 1mf. L1 ED 310 628

Vocabulary Skills
Determination of Hierarchies among TOEFL Vocabulary and Reading Comprehension Items.
19p. 1mf. L1 ED 311 054

Vocational Education
Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
34p. 1mf. L1 ED 310 638
Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234
Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana.
57p. 1mf. L1 ED 310 249
Education and Libraries in New Caledonia: General Information and Bibliography of English-Language Materials.
7p. 1mf. L1 ED 310 993
Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
66p. 1mf. L1 ED 310 612
Poster Session Presentation from the Netherlands and Seen at Close Quarters.
36p. 1mf. L1 ED 310 605
Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253
Workforce 2000. A Bibliography.
24p. 1mf. L1 ED 310 247
World of Work: Is There a Match between Vocational Preparation and Employer Expectations?
10p. 1mf. L1 ED 310 571
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592

Vocational Education Teachers
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Vocational Followup
1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.
27p. 1mf. L1 ED 310 825

Vocational Rehabilitation
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598
Equalization of Opportunities in Employment of People with Disabilities (Indonesian Experience).
7p. 1mf. L1 ED 310 594
Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

Volleyball
NAGWS Volleyball Guide, 1989. Official Rules & Interpretations/Officiating.
209p. 3mf. L2 ED 311 045
Teaching Volleyball. Steps to Success.
235p. mf. L3 ED 311 034
Volleyball. Steps to Success.
237p. mf. L3 ED 311 035

Voluntary Participation
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

Volunteers
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
78p. 1mf. L1 ED 310 855
Volunteers in Leisure. A Management Perspective.
177p. 2mf. L2 ED 311 046

Waldorf Schools
School Readiness and Rudolf Steiner's Theory of Learning.
69p. 1mf. L1 ED 310 841

War
Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Washington
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

Waste Disposal
Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274

Water Safety
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
44p. 1mf. L1 ED 310 880

Watson Barker Listening Test
"Watson-Barker Listening Test" for High School Students.
17p. 1mf. L1 ED 310 468

Wayne County Community College MI
Market Strategy Plan For Wayne County Community College. Volume 1.
68p. 1mf. L1 ED 310 807

Weapons
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Welding
Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275

Welfare Recipients
JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Welfare Services
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129
JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128
Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097
Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321
Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122
What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

Welfare Societies
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122

Well Being
Health Lifestyle Analysis of Faculty Staff and Employees at the University of Montevallo in 1982 to 1988.
16p. 1mf. L1 ED 310 678
Macroeconomic Causes of Family Homelessness.
13p. 1mf. L1 ED 310 304
Person-Environment Congruence, Functional Status and Personality as Predictors of Well-Being.
11p. 1mf. L1 ED 310 295
Roy's Adaptation Model of the Nursing Process: A Clinical Application for Wellness Promotion.
110p. 2mf. L1 ED 310 677

West Germany
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
27p. 1mf. L1 ED 310 949
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.
35p. 1mf. L1 ED 310 918
Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany.
23p. 1mf. L1 ED 310 963

Western Samoa
Education in Western Samoa: A Bibliography of English-Language Books, Documents, Theses, Dissertations, and Journal Articles.
15p. 1mf. L1 ED 310 998

Westinghouse Hanford Company
Teaching Corporate Culture Using Interactive Video Training.
9p. 1mf. L1 ED 310 760

White Students
Cultural Differences in Premarital Attributions regarding Successful Marriages.
29p. 1mf. L1 ED 310 294

Wisconsin
Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441.
26p. 1mf. L1 ED 310 586

Withdrawal (Education)
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Women Administrators
Grounding Research in Experience: A Case Study of Women Administrators.
22p. 1mf. L1 ED 310 542
Quick Look at the Past, Present, and Future of Women in Public School Administration.
19p. 1mf. L1 ED 310 498

Women Faculty
Teachers, Gender and Careers.
227p. mf. L3 ED 311 005

Womens Athletics
NAGWS Volleyball Guide, 1989. Official Rules & Interpretations/Officiating.
209p. 3mf. L2 ED 311 045

Womens Education
Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Womens Studies
Library Index to "The History of the Women's Club Movement in America."
51p. 1mf. L1 ED 310 788

Word Processing
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750

Word Recognition
Ecological Inventories and Screen Writing for Secondary Moderately Mentally Handicapped Learners.
20p. 1mf. L1 ED 310 603

Work Attitudes
Cambodians in Hawaii and Their Relation to Employment and Welfare.
54p. 1mf. L1 ED 311 124

College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256

Domestic Division of Labor and Its Relationship to Sex Role Orientation and Work Attitudes in Working Couples.
30p. 1mf. L1 ED 310 337

Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267

Quest for a Career: The Female Inmate. Learner Opportunities, Resources and Recommendations for Vocational Education 567.
18p. 1mf. L1 ED 310 268

Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
70p. 1mf. L1 ED 311 012

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.
39p. 1mf. L1 ED 311 009

Work Environment
Stress in the Work Environment: An Examination of Social Support and Hardiness.
10p. 1mf. L1 ED 310 293

Work Experience Programs
Geography Internships: First, the Good News.
12p. 1mf. L1 ED 310 985

Making a Difference: An Employer's Handbook on Hiring People with Disabilities.
24p. 1mf. L1 ED 310 579

Workplace Literacy
Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.
50p. 1mf. L1 ED 310 283

Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284

World Affairs
Teaching International Politics in High School.
163p. 2mf. L2 ED 310 996

World History
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986

Wrestling
Press vs. Professional Wrestling: How the Press Covered WrestleMania III.
38p. 1mf. L1 ED 310 423

Writing (Composition)
Teaching English in Open Admissions Environments of Higher Education: A Context for Contemporary Practice.
47p. 1mf. L1 ED 310 396

Writing about Literature
Vietnam in the English Classroom.
31p. 1mf. L1 ED 310 407

Writing Achievement
Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

Writing Across the Curriculum
Discourse Analysis: Part II, A Comparison of Published Writing in Three Disciplines.
47p. 1mf. L1 ED 310 384

Effect of a Writing Across the Curriculum Program on Students in an American History Class: Report on an Empirical Study.
128p. 2mf. L1 ED 310 399

Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Writing Across the Curriculum.
51p. 1mf. L1 ED 310 828

Writing Apprehension
Social Class and Kindergarten Children's Confidence in Writing.
10p. 1mf. L2 ED 310 414

Writing Assignments
Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419

Writing Attitudes
Social Class and Kindergarten Children's Confidence in Writing.
10p. 1mf. L2 ED 310 414

Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401

Writing Contexts
How To Discuss Educational Research on the Opinion Page of a Newspaper.
12p. 1mf. L1 ED 310 408

Writing Development
Partners in Knowledge: Negotiating a Student-Teacher Relationship.
16p. 1mf. L1 ED 310 410

Writing Evaluation
Read-Comp as an Additional Measure of Writing Ability.
28p. 1mf. L1 ED 311 067

Structured Method for Direct Assessment of Writing.
15p. 1mf. L1 ED 311 073

Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Writing Exercises
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Writing for Publication
Discourse Analysis: Part II, A Comparison of Published Writing in Three Disciplines.
47p. 1mf. L1 ED 310 384

Writing Groups
Effectiveness of Peer Collaboration on the Writing of Female Freshman Composition Students: A Preliminary Study.
105p. 2mf. L1 ED 310 411

Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401

Writing Improvement
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Writing Instruction
Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419

Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390

Creative Writing in America: Theory and Pedagogy.
275p. 3mf. L1 ED 310 417

Effective Teaching of Writing: Research into Practice. Teacher's Guide: Teaching Students To Write in Response to Informational Writing Tasks.
12p. 1mf. L1 ED 310 424

Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

Writing Laboratories
Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Writing Models
Effective Teaching of Writing: Research into Practice. Teacher's Guide: Teaching Students To Write in Response to Informational Writing Tasks.
12p. 1mf. L1 ED 310 424

Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Writing Processes
Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Teaching Children To Write: Informational Writing. Research Report.
21p. 1mf. L1 ED 310 425

Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.
22p. 1mf. L1 ED 310 364

Writing Response Groups: From Power Trips to Empowerment.
13p. 1mf. L1 ED 310 401

Writing Research
"The Student's Right to Write" and "Composition Opinionnaire to the Student's Right To Write": A Comparison of Responses across Decades.
43p. 1mf. L1 ED 310 405

Writing Skills
Report of Manzo's Annotation Exchange System at Work in a University (with Suggestions for Its Use Elsewhere).
17p. 1mf. L1 ED 310 363

Writing for a Reader: Displays of a Developing Sense of Audience in 7-8 Year Old Writers. Final Draft.
22p. 1mf. L1 ED 310 364

Writing Strategies
Creative Writing in America: Theory and Pedagogy.
275p. 3mf. L1 ED 310 417

Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Writing to Learn
Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Writing to Read Program
Computer-Assisted Writing/Reading Instruction of Young Children: A 2-Year Evaluation of "Writing to Read."
22p. 1mf. L1 ED 310 390

Xavier University of Louisiana
Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
17p. 1mf. L1 ED 310 553

Year Round Schools
Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

Young Children
Child-Rearing Practices of Parents with Home and Day Care Children.
23p. 1mf. L1 ED 310 867

Maternal Drinking Problems and Children's Auditory, Intellectual, and Linguistic Functioning.
25p. 1mf. L1 ED 310 875

Reasoning by Young Children: Knowing When and When Not To Make an Inference.
13p. 1mf. L1 ED 310 876

Youth Conservation Corps
Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123

Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

Youth Problems
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.
68p. 1mf. L1 ED 310 309

Youth Programs
Reaching Out: School-Based Community Service Programs.
91p. 1mf. L1 ED 310 499

Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

Access to Independence, Inc., Madison, WI.
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839

Adult Literacy Resource Inst., Boston, MA.
Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288

Aetna Life and Casualty Foundation, Inc., Hartford, CT.
Corporate Stake in Educating One Third of a Nation.
10p. 1mf. L1 ED 310 717

Agency for Instructional Technology, Bloomington, IN.
Evaluation of Programs 1 and 2 from "Econ and Me." Research Report Number 106.
114p. 2mf. L1 ED 310 955

Alaska State Dept. of Education, Juneau.
General History of Public School Finance in Alaska. Operating and Capital Costs.
47p. 1mf. L1 ED 310 482

Alberta Dept. of Education, Edmonton.
Education and Technology at the Crossroads: Choosing a New Direction.
205p. 3mf. L1 ED 310 761

Social Studies 30. Grade 12 Diploma Examination.
32p. 1mf. L1 ED 310 951

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Computer Courseware Evaluations. January 1988 to December 1988. Volume VIII.
102p. 2mf. L1 ED 310 750

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Elementary Music: Curriculum Guide, 1989.
381p. 4mf. L1 ED 310 958

Alberta Univ., Edmonton. Dept. of Educational Psychology.
Alternative Futures for the Education of Students with Severe Disabilities. Proceedings of the Conference on Severe and Multiple Handicaps: Alternative Futures (Edmonton, Canada, May 6-8, 1987).
214p. 3mf. L1 ED 310 559

Allegheny Intermediate Unit, Pittsburgh, Pa.
Changing World of Academia and Work: Getting the Message Out: Counselors in the Community.
41p. 1mf. L1 ED 310 311

American Agriculturist Foundation, Inc., Ithaca, NY.
Ideas That Work in Small Schools Grades 7-12 .
20p. 1mf. L1 ED 310 905

Ideas That Work in Small Schools K-6 .
20p. 1mf. L1 ED 310 906

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
Volunteers in Leisure. A Management Perspective.
177p. 2mf. L2 ED 311 046

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.
NAGWS Volleyball Guide, 1989. Official Rules & Interpretations/Officiating.
209p. 3mf. L2 ED 311 045

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
Dance Technology. Current Applications and Future Trends.
143p. 2mf. L2 ED 311 024

American Association of School Administrators, Arlington, Va.
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

American Association of State Colleges and Universities, Washington, D.C.
Colleges and Universities for Change. A Pocket History of America's Comprehensive State Colleges and Universities.
15p. 1mf. L1 ED 310 711

Efficiency of Freedom. Report of the Committee on Government and Higher Education.
57p. 1mf. L2 ED 310 708

Foundation Grants Handbook.
15p. 1mf. L2 ED 310 709

Fulfilling the Urban Mission. AASCU Studies 1985/2. September 1985.
32p. 1mf. L2 ED 310 707

Proposal Development Handbook.
10p. 1mf. L2 ED 310 710

Public Service at Public Colleges. Mission and Management. AASCU Studies 1985/3.
32p. 1mf. L1 ED 310 706

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
Campus Trends, 1989. Higher Education Panel Report No. 78.
84p. 1mf. L1 ED 310 700

American Federation of Teachers, Washington, D.C.
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

American Library Association, Chicago, Ill.
U.S. Information Ambassadors: The Library/Book Fellows Program.
21p. 1mf. L1 ED 310 795

American Society of Newspaper Editors, Washington, DC.
Surviving to the Top: A Study of Minority Newspaper Executives.
14p. 1mf. L1 ED 310 398

Arapahoe Community Coll., Littleton, Colo.
Staying in the Picture. Retention Program: Seeking the Answers, 1988-89.
63p. 1mf. L1 ED 310 830

ARC Professional Services Group, Rockville, MD. Information Systems Div.
Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Associated General Contractors of America, Washington, D.C.
Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275

Association for Continuing Higher Education.
Continuing Higher Education: In Retrospect and toward the Future. Proceedings of the Annual Meeting, Association for Continuing Higher Education (50th, Salt Lake City, Utah, October 30-November 2, 1988).
180p. 2mf. L1 ED 310 228

Association for Educational Communications and Technology, Washington, D.C.
Distance Education.
91p. 1mf. L2 ED 310 753

Association for Institutional Research.
Promoting Quality through Leadership. General Session Presentations at the Annual Forum of the Association for Institutional Research (28th, Phoenix, Arizona, May 15-18, 1988).
51p. 1mf. L1 ED 310 695

Association of American Colleges, Washington, D.C.
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Relating to Each Other. A Questionnaire for Students.
5p. 1mf. L1 ED 310 687

Association of American Medical Colleges, Washington, D. C.
Declining Applicant Pool: Implications for the Selection of Medical Students Proceedings of a Conference of the Association of American Medical Colleges (Washington, D.C., June 13-14, 1988).
102p. 2mf. L1 ED 310 690

Use of MCAT Data in Admissions. A Guide for Medical School Admissions Officers and Faculty.
24p. 1mf. L1 ED 310 689

Association of Specialized and Cooperative Library Agencies, Chicago, IL.
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773

Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777

Austin Independent School District, Tex.
Who Writes This Junk? Who Reads Evaluation Reports Anyway? Publication Number 88.21.
19p. 1mf. L1 ED 311 062

Austin Independent School District, Tex. Office of Research and Evaluation.
Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
70p. 1mf. L1 ED 311 064

ORE's GENeric Evaluation SYStem: GENESYS 1988-89.
64p. 1mf. L1 ED 311 066

School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338

Watching the Progress of Limited-English-Proficient (LEP) Students 1988-89. Austin Independent School District. Publication No. 88.39.
54p. 1mf. L1 ED 311 065

What "Our" 17-Year-Olds Know: One District's Assessment. Publication No. 88.20.
70p. 1mf. L1 ED 311 063

Bernard Van Leer Foundation, The Hague (Netherlands).
Beyond Child Survival: Towards a New Future. Report of the Bernard van Leer Foundation, 1986-1987.
81p. 1mf. L1 ED 310 870

Current Programme.
89p. 1mf. L1 ED 310 869

Evaluation in Action: A Case Study of an Under-Fives Centre in Scotland. Occasional Paper No. 3.
131p. 2mf. L1 ED 310 871

Meeting the Needs of Young Children: Policy Alternatives. Occasional Paper No. 2.
65p. 1mf. L1 ED 310 868

Bluegrass International Program, Lexington, KY.
Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New.
91p. 1mf. L1 ED 310 950

Boise State Univ., Idaho. School of Education.
Historical Study of Children's Heroes and Fantasy Play.
48p. 1mf. L1 ED 310 885

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367

Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356

Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353

Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354

Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Boston Mayor's Office of Jobs and Community Services, MA.
Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288

Boston Univ., Mass. School of Education.
Parent Empowerment Packet (PEP).
407p. 5mf. L1 ED 310 580

Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). School of Early Childhood Studies.
Australian Consideration of Program Accreditation as a Way of Filling the Gap from Minimum to High Quality Standards.
27p. 1mf. L1 ED 310 866

Broward County Public Schools, Fort Lauderdale, FL. School Social Work and Attendance Dept.
Child Abuse and Neglect Program and Resource Manual.
133p. 2mf. L1 ED 310 310

Bureau of the Census (DOC), Suitland, Md.
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1981 to 1988.
105p. 2mf. L1 ED 310 240

Marketer's Guide to Discretionary Income.
47p. 1mf. L1 ED 310 997

What Happens When Persons Leave Welfare: Data from the SIPP Panel File.
10p. 1mf. L1 ED 311 118

California Community Coll. Fund for Instructional Improvement.
Approaches to Predicting Student Success: Findings and Recommendations from a Study of California Community Colleges.
28p. 1mf. L1 ED 310 808

California Community Colleges, Sacramento. Office of the Chancellor.
Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
141p. 2mf. L1 ED 310 836

California State Dept. of Education, Sacramento.
Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve.
61p. 1mf. L2 ED 310 625

Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

Language Census Report for California Public Schools, 1988.
21p. 1mf. L2 ED 310 623

Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

California State Univ., Sacramento.
Images. A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls.
188p. 2mf. L2 ED 311 116

California Univ., Berkeley. Inst. of Urban and Regional Development.
Urban Poverty and the Welfare State: Comparative Reflections on Scandinavia and the U.S. Working Paper No. 481.
47p. 1mf. L2 ED 311 122

California Univ., Berkeley. School of Law.
Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095

Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097

Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

California Univ., La Jolla. Center for Human Information Processing.
Write Help: A Handbook for Computers in Classrooms. Report No. 6.
250p. 3mf. L1 ED 310 381

California Univ., Los Angeles. Graduate School of Education
Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study, Rough Draft.
85p. 1mf. L1 ED 311 049

California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810

Evaluation of the Supergraduate Program, Phase 1.
20p. 1mf. L1 ED 310 809

Canadian Rehabilitation Council for the Disabled, Toronto (Ontario).
Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581

Carolyn Foundation, Minneapolis, Minn.
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report.
106p. 2mf. L1 ED 310 774

Center for Education Statistics (OERI/ED), Washington, DC.
Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Center for Educational Development, Tucson, AZ.
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
66p. 1mf. L1 ED 310 612

Center for International Education (ED), Washington, DC.
United States and the Indian Constitution.
21p. 1mf. L1 ED 310 986

Center for Law and Social Policy, Washington, DC.
Family Support Act of 1988: JOBS Program and Related Amendments. Requirements, Issues and Options.
63p. 1mf. L1 ED 311 129

JOBS Provisions of the Family Support Act of 1988: Ten Early Choices.
11p. 1mf. L1 ED 311 128

Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Center for Statistics (OERI/ED), Washington, DC.
Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
58p. 1mf. L2 ED 311 078

Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914

Center for the Study of Writing, Berkeley, CA.
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404

Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358

Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Center for the Study of Writing, Pittsburgh, PA.
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404

Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358

Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Center for Women Policy Studies, Washington, D.C.
SAT Gender Gap: Identifying the Causes.
198p. 3mf. L2 ED 311 087

Central Michigan Univ., Mount Pleasant. Div. of Student Affairs.
Alcohol and Drug Abuse Intervention and Prevention Program. Annual Report 1988-89.
14p. 1mf. L1 ED 310 308

Centre for Distance Learning, Churchill (Australia).
Institutional Support and Rewards for Academic Staff Involved in Distance Education.
58p. 1mf. L1 ED 310 757

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
Cerritos College Information Notebook, 1988-89.
324p. 4mf. L1 ED 310 800

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
Communications: There's Nothing to It But To Do It.
10p. 1mf. L1 ED 310 722

Making It with Media. Transparency Design.
24p. 1mf. L1 ED 310 723

Making It Work! Media Skills in the Curriculum.
12p. 1mf. L1 ED 310 724

Practical PR for School Media Centers.
18p. 1mf. L1 ED 310 725

Production Fever--Catch It!
24p. 1mf. L1 ED 310 726

Start Spreading the News...Media Publications. A Basic Guide for Preparing a Newsletter.
19p. 1mf. L1 ED 310 727

Ways To Improve Visual Communication.
13p. 1mf. L1 ED 310 728

When All Else Fails--KICK! Trouble Shooting, Preventive Maintenance, and Auxiliary Equipment.
11p. 1mf. L1 ED 310 729

Chemeketa Community Coll., Salem, Oreg.
Challenges for Preparing the New Work Force for the Year 2000.
8p. 1mf. L1 ED 310 817

Children's Defense Fund, Washington, D.C.
After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Cincinnati Univ., OH. Raymond Walters Coll.
Collection Development Policies for the RWC Learning Resources Center.
63p. 1mf. L1 ED 310 782

Circle, Inc., McLean, VA.
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
38p. 1mf. L2 ED 310 693

City Univ. of New York, NY. Office of Institutional Research and Analysis.
Update on Student Persistence: A Report on the 1978 and 1980 Cohorts.
71p. 1mf. L1 ED 310 805

College Board, New York, NY.
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

College Entrance Examination Board, New York, N.Y.
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076

Columbia State Community Coll., TN. Center of Emphasis.
Faculty Use of Interactive Media Technology.
11p. 1mf. L1 ED 310 815

Commission on Preservation and Access, Washington, DC.
Scholarly Resources in Art History. Issues in Preservation. Report of the Seminar (Wayzata, Minnesota, September 29-October 1, 1988).
48p. 1mf. L2 ED 310 778

Community of Lifecare Centers, Springfield, IL.
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

Comptroller General of the U.S., Washington, D.C.
Homelessness: HUD's and FEMA's Progress in Implementing the McKinney Act. Report to the Congress.
138p. 2mf. L1 ED 311 108

Computers to Help People, Inc., Madison, WI.
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Conference Board, Inc., New York, NY. Consumer Research Center.
Marketer's Guide to Discretionary Income.
47p. 1mf. L1 ED 310 997

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Reauthorization of Demonstration Partnership Agreements Addressing the Needs of the Poor. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
122p. 2mf. L1 ED 311 110

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Linking for Learning. A New Course for Education.
191p. 2mf. L1 ED 310 765

Linking for Learning. A New Course for Education. Summary.
31p. 1mf. L1 ED 310 766

Linking for Learning. A New Course for Education. OTA Report Brief.
3p. 1mf. L1 ED 310 767

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Video Privacy Protection Act of 1988. Report To Accompany S. 2361, as Amended .
20p. 1mf. L1 ED 310 749

Connecticut State Dept. of Higher Education, Hartford.
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

Connecticut Univ., Storrs. Postsecondary Learning Disability Technical Assistance Center.
Resource Guide of Support Services for Students with Learning Disabilities in Connecticut Colleges and Universities.
66p. 1mf. L1 ED 310 683

Consortium on Employment Communication, Long Beach, CA.
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105

Corporate/Community Schools of America, Chicago, IL.
Corporate/Community Schools of America, Progres Report, 1988-89.
25p. 1mf. L1 ED 311 104

Corporate/Community Schools of America, Progress Report 1987-88.
31p. 1mf. L1 ED 311 103

Council for Cultural Cooperation, Strasbourg (France).
"Musiques san frontieres (1987-88)": An Intercultural Competition. The CDCC'S Project No. 7: "The Education and Cultural Development of Migrants."
30p. 1mf. L2 ED 310 954

Schooling for Gypsies' and Travellers' Children: Evaluating Innovation. Report of the European Teachers Seminar (35th, Donaueschingen, West Germany, May 18-23, 1987).
76p. 1mf. L2 ED 310 903

Council for Educational Technology, London (England).
Production of Software for Distribution in EEC Countries. Copyright and Contract Issues.
15p. 1mf. L1 ED 310 747

Use of Satellites by Education: Licences, Copyright and Contracts.
20p. 1mf. L1 ED 310 748

Council for Indian Education, Billings, MT.
Vision of the Spokane Prophet. Council 108.
39p. 1mf. L2 ED 310 899

Council of Chief State School Officers, Washington, D.C.
Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142

Comparison of Handbooks 2R and 2R squared : Implications for Data Comparability.
58p. 1mf. L2 ED 311 078

Recommendations for Improving the National Education Fiscal Database. Education Data Improvement Project.
38p. 1mf. L2 ED 310 540

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership and Average Daily Membership. Improving Universe Data on Schools and School Districts.
48p. 1mf. L2 ED 311 079

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
Conceptual Framework. Technical Report. Improving Universe Data on Schools and School Districts.
34p. 1mf. L2 ED 311 081

Federal Programs Information on School and School District Universe Files. Improving Universe Data on Schools and School Districts.
62p. 1mf. L2 ED 311 080

Recommendations for Improving the National Education Statistical Database. Summary. Improving Universe Data on Schools and School Districts.
14p. 1mf. L2 ED 311 085

Recommendations for State-by-State Assessment of Student Achievement.
10p. 1mf. L2 ED 311 083

School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
78p. 1mf. L2 ED 311 082

State Collection Practices on Universe Data Elements. Summary. Improving Universe Data on Schools and School Districts.
20p. 1mf. L2 ED 311 084

Council of Graduate Schools in the U.S., Washington, D.C.
American Indians in Graduate Education.
4p. 1mf. L1 ED 310 643

Council of New Jersey State Coll. Locals.
Management of Decline or Bridge to the Future? Preparing the New Jersey State Colleges for the 1990s.
58p. 1mf. L1 ED 310 674

Council of Ontario Universities, Toronto.
Focus on Fees. Alternative Policies for University Tuition Fees.
168p. 2mf. L2 ED 310 705

Council of State Governments, Lombard, IL. Midwestern Legislative Conference.
Education Reform Survey.
22p. mf. L3 ED 310 503

Council on Library Resources, Inc., Washington, D.C.
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781

Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
47p. 1mf. L1 ED 310 769

Council on Postsecondary Accreditation, Washington, D.C.
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Department of Agriculture, Washington, D.C.
Take Pride in America Educational Leader's Guide.
29p. 1mf. L1 ED 310 911

Department of Education, Washington, DC.
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587

Collecting National Dropout Statistics.
56p. 1mf. L2 ED 311 142

Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6.
117p. 2mf. L1 ED 310 893

Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7.
127p. 2mf. L2 ED 310 907

North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Department of Health and Human Services, Washington, D.C.
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Department of Health, Education, and Welfare, Washington, D.C.
Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Department of Justice, Washington, D.C.
Remarks by James P. Turner, Acting Assistant Attorney General, Civil Rights Division, before the First Annual Conference, National Fair Housing Alliance, Washington, D.C.
17p. 1mf. L1 ED 311 109

Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Children in Custody 1975-85. Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1975, 1977, 1979, 1983, and 1985.
68p. 1mf. L1 ED 310 309

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

Department of Labor, Washington, D.C.
Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261

Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
27p. 1mf. L1 ED 310 260

What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
15p. 1mf. L1 ED 310 262

DMA, Davis/McDonald Associates, Dryden, NY.
Ideas That Work in Small Schools Grades 7-12 .
20p. 1mf. L1 ED 310 905

Ideas That Work in Small Schools K-6 .
20p. 1mf. L1 ED 310 906

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
Public Library Information and Referral Project: Phase I, Survey.
120p. 2mf. L1 ED 310 775

East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
Appalachian Childhood.
41p. 1mf. L1 ED 310 896

Black Appalachians.
33p. 1mf. L1 ED 310 897

Cherokees.
33p. 1mf. L1 ED 310 898

East-West Center, Honolulu, HI.
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

(Continued)

East-West Center, Honolulu, HI.
Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). East-West Center Project Overview.
9p. 1mf. L1 ED 311 000

Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
Leaving Home Again. Instructor Manual.
121p. 2mf. L2 ED 310 839

Eastman Kodak Co., Rochester, N.Y.
Rochester Initiative.
12p. 1mf. L1 ED 311 121

Economic Development Administration (DOC), Washington, D.C.
Portfolio of Community College Initiatives in Rural Economic Development.
124p. 2mf. L1 ED 310 901

Edna McConnell Clark Foundation, New York, N.Y.
Preparing for Learnfare: Setting the Conditions for a Questionable Experiment.
30p. 1mf. L1 ED 311 127

Education Commission of the States, Denver, Colo.
New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Education Development Center, Inc., Newton, Mass.
Improving Textbook Usability. Final Report.
230p. 3mf. L1 ED 310 585

Education Writers Association, Washington, DC.
Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Educational Research Service, Arlington, Va.
Effects of Kindergarten Scheduling: A Summary of Research. Research Brief.
90p. 1mf. L2 ED 310 852

Educational Resources Information Center (ED), Washington, DC.
How ERIC Can Better Serve the Consumer: Prospects for Program Improvement.
16p. 1mf. L1 ED 310 786

Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Educational Testing Service, Princeton, N.J.
Examining the Relationship between Differential Item Functioning and Item Difficulty. College Board Report No. 89-5.
37p. 1mf. L2 ED 311 076

Educators for Social Responsibility, Cambridge, MA.
Thinking about the Soviet Union.
244p. 3mf. L2 ED 310 972

Employment and Training Administration (DOL), Washington, D.C.
Economic Development: A Rural Perspective. Issues in Training and Employment.
20p. 1mf. L1 ED 310 263

Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

Enterprise Foundation, Columbia, MD.
Enterprise Foundation.
15p. 1mf. L2 ED 311 143

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

ERIC Clearinghouse on Urban Education, New York, N.Y.
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
4p. 1mf. L1 ED 311 120

Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148

Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

ERIC Processing and Reference Facility, Rockville, MD.
Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

What Are the Possibilities for Coordinating Education Information Databases? Revised Version.
44p. 1mf. L1 ED 310 779

Ethics and Public Policy Center, Washington, DC.
Teaching International Politics in High School.
163p. 2mf. L2 ED 310 996

European Centre for the Development of Vocational Training, Berlin (West Germany).
Council Resolution on Continuing Vocational Training and Bases for Its Implementation. CEDEFOP Flash 5/89.
7p. 1mf. L1 ED 310 234

Equal Opportunities and Vocational Training. The Problems of Evaluation. CEDEFOP Flash 2/89.
15p. 1mf. L1 ED 310 233

Evaluation and Training Inst., Los Angeles, Calif.
Statewide Evaluation of Matriculation: First Year Report on Program Implementation, 1987-88.
141p. 2mf. L1 ED 310 836

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

Florence V. Burden Foundation, New York, N.Y.
Reaching Out: School-Based Community Service Programs.
91p. 1mf. L1 ED 310 499

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Business/Industry/Education Linkages. A Bibliography Update.
13p. 1mf. L1 ED 310 248

Dropouts and Retention in Vocational Education Programs. A Bibliography Update.
29p. 1mf. L1 ED 310 280

Technology Education. A Bibliography.
31p. 1mf. L1 ED 310 281

Training Delivery Systems for Adult Learners. A Bibliography.
44p. 1mf. L1 ED 310 246

Workforce 2000. A Bibliography.
24p. 1mf. L1 ED 310 247

Florida State Dept. of Education, Tallahassee. Office of Policy Research and Improvement.
Restructuring Education: The Florida Experience. Conference Proceedings, November 1988.
34p. 1mf. L1 ED 310 497

Florida State Library, Tallahassee.
Selection of Audiovisual Materials on Disabilities.
11p. 1mf. L1 ED 310 745

Florida State Univ., Tallahassee. Center for Instructional Development and Services.
Business/Industry/Education Linkages. A Bibliography Update.
13p. 1mf. L1 ED 310 248

Dropouts and Retention in Vocational Education Programs. A Bibliography Update.
29p. 1mf. L1 ED 310 280

Technology Education. A Bibliography.
31p. 1mf. L1 ED 310 281

Training Delivery Systems for Adult Learners. A Bibliography.
44p. 1mf. L1 ED 310 246

Workforce 2000. A Bibliography.
24p. 1mf. L1 ED 310 247

Florida Univ., Gainesville. Coll. of Education.
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Ford Foundation, New York, N.Y.
"Teach the Students, Not the Book." A Curriculum Guide for Preparing Language Minority Adults for Legalization. Update.
52p. 1mf. L1 ED 311 105

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

Teachers and Community Service: A Plus for Both.
68p. 1mf. L2 ED 311 040

Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Fordham Univ., Bronx, NY. Graduate School of Education.
Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Fort Lee School District, NJ.
Facilitating Social Interaction between Asian and Non-Asian Students: A Resource Booklet.
61p. 1mf. L1 ED 311 125

Foundation for Child Development, New York, N.Y.
Consequences of Family Change for Children's Development.
15p. 1mf. L1 ED 310 859

Further Education Unit, London (England).
Access to Mathematics, Science, and Technology.
75p. 1mf. L1 ED 310 235

Concept of Key Technologies. An Appraisal of Current Use and Thoughts for Future Implementation in Education and Training.
75p. 1mf. L1 ED 310 236

Continuing Professional Development for LEA Staff. FEU Bulletin No. 1.
7p. 1mf. L1 ED 310 272

Educational Guidance: New Responses for Inner Cities.
38p. 1mf. L1 ED 310 341

Employment Training.
5p. 1mf. L1 ED 310 287

Opportunity 1992. College Courses and the Single European Market.
7p. 1mf. L1 ED 310 279

Outreach College. Design and Implementation.
126p. 2mf. L1 ED 310 245

General Accounting Office, Washington, D.C. Div. of Human Resources.
Child Care: Selected Bibliography. Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
157p. 2mf. L1 ED 310 872

Job Training Partnership Act. Services and Outcomes for Participants with Differing Needs. Report to Congressional Requesters.
108p. 2mf. L1 ED 310 254

Job Training Partnership Act: Comments on H.R. 2039, The JTPA Amendments of 1989. Testimony before the Committee on Education and Labor, United States House of Representatives.
19p. 1mf. L1 ED 310 255

Vocational Education: Opportunity To Prepare for the Future. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, United States Senate.
26p. 1mf. L1 ED 310 253

General Accounting Office, Washington, DC. Div. of National Security and International Affairs.
Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.
71p. 1mf. L1 ED 310 252

General Accounting Office, Washington, DC. General Government Div.
College Students' Perceptions of the Federal Government as an Employer. Testimony before the Subcommittee on Federal Services, Post Office and Civil Service, Senate Governmental Affairs Committee.
16p. 1mf. L1 ED 310 256

Procurement: Government Printing Office Supply of Microfiche to Libraries Disrupted. Report to the Chairman and Vice Chairman of the Joint Committee on Printing, U.S. Congress.
23p. 1mf. L1 ED 310 791

George Washington Univ., Washington, D.C. Center for Social Policy Studies.
Proper Inheritance: Investing in the Self-Sufficiency of Poor Families.
78p. 1mf. L1 ED 310 321

German Foundation for International Development, Bonn (West Germany). Education, Science and Documentation Div.
Dossier of Evaluation Instruments for Literacy Programmes. A Contribution to the International Literacy Year 1990.
402p. 5mf. L1 ED 310 270

Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Gulf Coast Community Coll., Panama City, Fla.
Honors: Getting Started.
18p. 1mf. L1 ED 310 814

Harlandale Independent School District, San Antonio, Tex.
Tailored Educational Evaluation Program.
209p. 3mf. L1 ED 311 091

Hawaii Univ., Honolulu. Coll. of Education.
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Hawaii Univ., Manoa. Coll. of Education.
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
128p. 2mf. L1 ED 310 292

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
Nursing Shortage: Strategies for Nursing Practice and Education. Report of the National Invitational Workshop (Washington, D.C., February 22-24, 1988).
148p. 2mf. L1 ED 310 257

Hiroshima Univ. (Japan). Research Inst. for Higher Education.
Financing Higher Education in Japan. Trends and Issues. R.I.H.E. International Publication Series No. 4.
130p. 2mf. L2 ED 310 681

Higher Education Research in China. An Annotated Bibliography. R.I.H.E. International Publication Series No. 2.
134p. 2mf. L2 ED 310 680

Non-University Sector Higher Education in Japan. R.I.H.E. International Publication Series No. 3.
93p. 1mf. L2 ED 310 682

Home and School Inst., Washington, D.C.
Perspectives on Parent Edu**a**tion: Implications from Research and an Evaluation of "New Partnerships for Student Achievement."
10p. 1mf. L1 ED 311 022

Housatonic Community Coll., Stratford, CT.
Writing Across the Curriculum.
51p. 1mf. L1 ED 310 828

Howard Community Coll., Columbia, Md.
Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.
45p. 1mf. L1 ED 310 834

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Human Sciences Research Council, Pretoria (South Africa).
Poor Concept Formation in Mathematics: A Diagnostic Perspective.
82p. 1mf. L1 ED 310 926

Illinois State Dept. of Public Aid, Springfield.
How and Why To Place A Computer in Your Nursing Home.
22p. 1mf. L1 ED 310 298

Incentive Program for Nurse Aides Implementation Report: Description and Evaluation. Illinois Long Term Care Research and Demonstration Projects Series. Final Report.
76p. 1mf. L1 ED 310 297

Measuring the Quality of Care in Illinois Nursing Homes. Illinois Long Term Care Research and Demonstration Projects Series. Final Report. (1987).
101p. 2mf. L1 ED 310 296

Illinois State Scholarship Commission, Deerfield.
Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 2.
311p. 4mf. L1 ED 310 713

Annual NASSGP/NCHELP Conference on Student Financial Aid Research (3rd, Chicago, Illinois, May 28-30, 1986). The Proceedings, Volume 1.
307p. 4mf. L1 ED 310 712

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

Illinois Univ., Urbana. Center for the Study of Reading.
Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367

Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356

Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353

Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354

Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Illinois Univ., Urbana. Council for Research in Music Education.
International Directory of Approved Music Education: Doctoral Dissertations in Progress.
173p. 2mf. L1 ED 310 989

Indiana Commission on Vocational and Technical Education.
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Indiana Council for Social Studies.
ICSS at 50: Remembering for Renewal. 50th Anniversary Commemorative Edition.
43p. 1mf. L1 ED 310 983

Indiana State Commission on Vocational and Technical Education, Indianapolis.
Education and Jobs for Indiana's Future. A Long-Range State Plan for a Comprehensive Vocational Education Program in Indiana.
57p. 1mf. L1 ED 310 249

Indiana State Univ., Terre Haute. Dept. of Counseling.
Schools and Parents: Partners in Career Equity Guidance for Young Adolescents. Equity Career Guidance Project Monograph #2.
19p. 1mf. L1 ED 310 332

Indiana State Univ., Terre Haute. Professional School Services.
Prime Time in the First Grade at the North Gibson School Corporation: The First Four Years. A Longitudinal Evaluation of Indiana's State-Supported Reduced Class Size Program.
46p. 1mf. L1 ED 310 886

Institute for Defense Analysis, Arlington, Va.
Potential of Interactive Videodisc Technology for Defense Training and Education. Report to Congress.
115p. 2mf. L1 ED 310 732

Recent Studies on the Cost-Effectiveness of Military Training in TTCP Countries.
45p. 1mf. L1 ED 310 731

Institute for Responsive Education, Boston, Mass.
Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Inter Nationes, Bonn (West Germany).
Culture: A Bridge to Understanding. Projects of the Federal Republic of Germany for Preserving the Cultural Assets of the Third World. Special Report No. 8-1988 (engl.).
27p. 1mf. L1 ED 310 949

Fun of Learning Starts in Kindergarten: Preschool Education in the Federal Republic of Germany.
23p. 1mf. L1 ED 310 963

International Council for Distance Education.
Institutional Support and Rewards for Academic Staff Involved in Distance Education.
58p. 1mf. L1 ED 310 757

International Reading Association, Newark, Del.
Easy Reading: Book Series and Periodicals for Less Able Readers. Reading Aids Series, Second Edition.
98p. 2mf. L1 ED 310 361

Iowa State Dept. of Education, Des Moines.
Guide to Developing Communication across the Curriculum.
86p. 1mf. L1 ED 311 041

Iowa Univ., Oakdale. Inst. of Child Behavior and Development.
Protecting Iowa's Children: A Training Manual for Mandatory Reporters of Child Abuse.
100p. 2mf. L1 ED 310 314

Israel Association for International Cooperation, Jerusalem.
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230

Israel Ministry of Foreign Affairs, Jerusalem.
Continuity and Flexibility in Agricultural Training Courses With Special Attention on "Dairy and Extension" Courses. Center for International Agricultural Development Cooperation (CINADCO) Evaluation Report #4.
75p. 1mf. L1 ED 310 230

Japan Audio-Visual Education Association, Tokyo.
Computer Networking in Japanese Education Today. AVE in Japan No. 27.
37p. 1mf. L1 ED 310 751

Jefferson Community Coll., Louisville, Ky.
Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

Jobs for the Future, Boston, MA.
Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
Career Student Follow-Up: Class of 1987-88.
60p. 1mf. L1 ED 310 824

Johnson County Community College Career Programs: Employment, Salary and Placement Information.
59p. 1mf. L1 ED 310 826

1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.
27p. 1mf. L1 ED 310 825

Johnson Foundation, Inc., Racine, Wis.
Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Justice/Peace Education Council, New York, NY.
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953

Kansas State Dept. of Education, Topeka.
Reading Treasures. Phase I and Phase II.
172p. 2mf. L1 ED 310 366

Kansas State Dept. of Education, Topeka. Adult Education Section.
Working with Adults Who Have Learning Disabilities. Project Upgrade.
97p. 2mf. L1 ED 310 237

Kansas State Univ., Manhattan. Library.
Assisting Scientific and Technical Research Through Subject Oriented Bibliographies of NTIS Reports.
16p. 1mf. L1 ED 310 781

Kellogg Foundation, Battle Creek, Mich.
Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

Kentucky Univ., Lexington. Coll. of Education.
School Law for Kentucky Teachers and Administrators. Third Edition.
336p. 4mf. L1 ED 310 506

Kentucky Youth Advocates, Inc., Louisville.
Not Poor in Spirit: Hope for Kentucky's Low-Income Families and Children.
263p. 3mf. L1 ED 310 904

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
Development of Students' Interest in Physics in Relation to Characteristics of Instruction and Out-of-School Conditions.
35p. 1mf. L1 ED 310 918

Killalea Associates, Inc., Alexandria, VA.
Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Actes des journees de linguistique 1988: Colloque sur la recherche etudiante Quebec, 18 et 19 Mars 1988 (Proceedings of the 1988 Linguistics Days: Colloquium on Student Research Quebec, March 18-19, 1988).
151p. 2mf. L1 ED 310 619

Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages.
68p. 1mf. L1 ED 310 618

Bulletin bibliographique sur le bilinguisme et le contact des langues. BIBELO: Bibliographie informatisee sur le bilinguisme et l'enseignement des langues officielles (Bibliographic Report on Bilingualism and Language Contact. BIBELO: Computerized Bibliography on Bilingualism and the Teaching of Official Languages).
556p. 6mf. L1 ED 310 626

Les Erreurs des etudiants chinois dans l'apprentissage du francais (The Errors of Chinese Students in Learning French).
104p. 2mf. L1 ED 310 617

Leon Lowenstein Foundation, New York, NY.
Parents Make a Difference.
21p. 1mf. L1 ED 311 138

Parents Make a Difference: An Evaluation of New York City's 1987-88 Parent Involvement Program. Policy Report.
70p. 1mf. L1 ED 311 139

Library of Congress, Washington, D.C.
Expert Systems: Concepts and Applications. Advances in Library Information Technology, Issue Number 1.
44p. 1mf. L1 ED 310 770

Library of Congress, Washington, D.C. American Folklife Center.
Folklife Annual, 1986.
178p. 2mf. L1 ED 310 960

Folklife Annual, 1987.
161p. 2mf. L1 ED 310 961

Library of Congress, Washington, D.C. Congressional Research Service.
Pell Grant Program: Background and Issues. CRS Report for Congress.
30p. 1mf. L1 ED 310 646

U.S. Department of Education's Student Loan Default Reduction Initiative: Background and Analysis. CRS Report for Congress.
27p. 1mf. L1 ED 310 645

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Birding: An Introduction to Ornithological Delights for Blind and Physically Handicapped Individuals.
25p. 1mf. L1 ED 310 615

Library of Congress, Washington, DC. Motion Picture, Broadcasting, and Recorded Sound Div.
Folk Recordings Selected from the Archive of Folk Culture.
59p. 1mf. L1 ED 310 957

Lincoln Univ., Pa.
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.
Eye Openers: Handbook of International Teaching Activities. Some Borrowed...Some New.
91p. 1mf. L1 ED 310 950

Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Basic Activities Surveys: Parent and Staff Opinions about the LAUSD Instructional Program, Spring 1987. Publication No. 520.
96p. 1mf. L1 ED 311 133

Evaluation of the Junior High School Student Assistance Program. Publication No. 495.
115p. 2mf. L1 ED 311 132

Graduates, Dropouts, and Transfers in the Los Angeles Unified School District, 1985-86. Publication No. 514.
85p. 1mf. L1 ED 311 134

Plans of the 1986 Graduates. Los Angeles Unified School District. Publication No. 490.
875p. 10mf. L1 ED 311 135

Retention Patterns in the Los Angeles Unified School District. June 1987. Publication No. 522.
27p. 1mf. L1 ED 311 131

Transiency and Stability in the Los Angeles Unified School District, 1987-88. Publication No. 526.
69p. 1mf. L1 ED 311 130

Louisiana Public Broadcasting Telecommunications Center, Baton Rouge. Educational Services.
Power of Algebra.
31p. 1mf. L1 ED 310 916

Louisiana State Dept. of Education, Baton Rouge.
Power of Algebra.
31p. 1mf. L1 ED 310 916

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Environmental Science Curriculum Guide, 1987. Bulletin 1792.
316p. 4mf. L1 ED 310 924

Introduction to Algebra Curriculum Guide, Grade 8, 1987. Bulletin 1802.
128p. 2mf. L1 ED 310 925

Lutheran Brotherhood, Minneapolis, MN.
Speak for Yourself.
16p. 1mf. L1 ED 310 990

Malawi Univ., Zomba. Dept. of Fine and Performing Arts.
Theatre for Development in Africa with Case Studies from Malawi and Zambia.
302p. 4mf. L1 ED 310 271

Manhattan Adult Learning and Resource Center, KS.
Working with Adults Who Have Learning Disabilities. Project Upgrade.
97p. 2mf. L1 ED 310 237

Maricopa County Community Coll. District, Phoenix, Ariz.
Coordination of Occupational/Vocational Education.
78p. 1mf. L1 ED 310 799

Market Data Retrieval, Inc., Shelton, CT.
Private Schools of the United States, Volumes 1 and 2. 1988 Edition.
1298p. mf. L3 ED 310 539

Maryland Governor's Task Force to Study Adoption Procedures in Maryland, Baltimore.
Growing Up Alone: Children Waiting for Families.
51p. 1mf. L1 ED 310 838

Maryland State Dept. of Education, Baltimore.
AIDS: A Statewide Survey of Students' Knowledge and Attitudes.
39p. 1mf. L1 ED 310 699

Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Commuters and Residents: Longitudinal Similarities and Differences. MLS Research Highlights, Research Report 13.
11p. 1mf. L1 ED 310 701

Massachusetts Council for the Social Studies, Waltham.
Excellence in Social Studies Education: The Foundation of Active Citizenship.
44p. 1mf. L1 ED 310 977

Massachusetts State Board of Regents of Higher Education, Boston.
Completions Supplement, Massachusetts Public Higher Education, 1986-87.
173p. 2mf. L1 ED 310 659

Massachusetts State Dept. of Education, Boston.
Excellence in Social Studies Education: The Foundation of Active Citizenship.
44p. 1mf. L1 ED 310 977

Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
Chapter 188, Massachusetts Public School Improvement Act of 1985. A Snapshot of Program Implementation as of June 30, 1988.
64p. 1mf. L1 ED 311 141

Massachusetts Univ., Boston.
Connections: A Journal of Adult Literacy. Spring 1989. Volume 3.
65p. 1mf. L1 ED 310 289

Report on the Massachusetts Field Test of the Applied Communication Curriculum.
45p. 1mf. L1 ED 310 291

Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults. A.L.R.I. Occasional Paper #1.
9p. 1mf. L1 ED 310 288

Metropolitan Life Foundation.
Teens in Crisis: Preventing Suicide and Other Self-Destructive Behavior.
32p. 1mf. L1 ED 310 508

Michigan State Univ., East Lansing. Collegiate Employment Research Dept.
Job and Career Expectations of Graduating College Students.
22p. 1mf. L2 ED 310 676

Selecting an Organization: How College Graduates Choose a Job.
31p. 1mf. L2 ED 310 675

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979

Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.
Tune in to Your Rights...A Guide for Teenagers about TURNING OFF Sexual Harassment.
24p. 1mf. L1 ED 310 342

Michigan Univ., Ann Arbor. Inst. for Social Research.
Sex Differences in Adolescents' Health-Threatening Behaviors: What Accounts for Them? Monitoring the Future. Occasional Paper 23.
60p. 1mf. L1 ED 311 016

Midwest Research Inst., Kansas City, Mo.
Portfolio of Community College Initiatives in Rural Economic Development.
124p. 2mf. L1 ED 310 901

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Theoretical Model and Instrument for Selecting Vendor-Supplied Training Programs. Project Number 31.
212p. 3mf. L1 ED 311 069

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267

Mississippi State Dept. of Education, Jackson. Bureau of Vocational, Technical, and Adult Education.
Impact of Cooperative Vocational Education on Students' Work Values.
26p. 1mf. L1 ED 310 267

Missouri Coordinating Board for Higher Education, Jefferson City.
Challenges and Opportunities: Minorities in Missouri Higher Education.
57p. 1mf. L1 ED 310 821

Invisible Campus: Off-Campus and Out-of-District Instruction in Missouri, Fiscal Year 1988.
80p. 1mf. L1 ED 310 822

Manpower Trends and Issues: A National Perspective, A Missouri Context.
66p. 1mf. L1 ED 310 823

Missouri Opportunity 2000 Commission, Jefferson City.
Teachers for the 21st Century. Report of the Task Force on Teacher Education.
31p. 1mf. L1 ED 311 025

Missouri School Boards Association, Columbia.
Maintenance of Microcomputers. Manual and Apple II Session, IBM Session.
58p. 1mf. L1 ED 310 721

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Meeting the Educational Needs of Missouri's Homeless Children. State Plan & Survey Report.
130p. 2mf. L1 ED 311 107

Missouri Univ., Columbia. Library.
Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program. Final Report.
47p. 1mf. L1 ED 310 769

Monroe County Community Coll., Mich.
Monroe County Community College Writing across the Curriculum: Annual Report, 1988-89.
27p. 1mf. L1 ED 310 820

Montreal Catholic School Commission, (Quebec).
Profile of a Quality Centre.
65p. 1mf. L1 ED 310 241

Mott (C.S.) Foundation, Flint, Mich.
Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123

Nairobi Univ. (Kenya).
Handbook for Designing and Writing Distance Education Materials.
177p. 2mf. L1 ED 310 269

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery.
354p. mf. L3 ED 311 056

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
Engineering Infrastructure Diagramming and Modeling. Engineering Education and Practice in The United States.
154p. 2mf. L2 ED 310 915

National Aeronautics and Space Administration, Mountain View, Calif. Ames Research Center.
Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

National Aeronautics and Space Administration, Washington, D.C.
Best We Can Be.
41p. 1mf. L1 ED 310 936

Discovery.
85p. 1mf. L1 ED 310 946

On the Wings of a Dream: The Space Shuttle.
33p. 1mf. L1 ED 310 937

Space Shuttle: The Renewed Promise.
29p. 1mf. L1 ED 310 935

Spinoff 1985.
133p. 2mf. L1 ED 310 944

Spinoff 1986.
132p. 2mf. L1 ED 310 945

Upper Atmosphere; Threshold of Space.
40p. 1mf. L1 ED 310 934

National Aeronautics and Space Administration, Washington, DC. Educational Affairs Div.
NASA and the Educational Community. An Inventory of Programs.
173p. 2mf. L1 ED 310 932

Space Pioneers and Where They Are Now.
27p. 1mf. L1 ED 310 938

National Aeronautics and Space Administration, Washington, DC. Office of Exploration.
Beyond Earth's Boundaries: Human Exploration of the Solar System in the 21st Century. 1988 Annual Report to the Administrator.
52p. 1mf. L1 ED 310 942

National Aeronautics and Space Administration, Washington, DC. Office of Space Station.
Space Station Freedom. A Foothold on the Future.
49p. 1mf. L1 ED 310 939

National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
Orders of Magnitude. A History of the NACA and NASA, 1915-1990. The NASA History Series.
171p. 2mf. L1 ED 310 941

National Association of Counties, Washington, DC.
Economic Development: A Rural Perspective. Issues in Training and Employment.
20p. 1mf. L1 ED 310 263

Future Economic Role of Counties. Employment and Training Issues.
17p. 1mf. L1 ED 310 261

Keeping the Client: JTPA Retention Made (Much!) Easier. Issues in Training and Employment.
27p. 1mf. L1 ED 310 265

Liability Chase Game: Reducing Financial Liability Resulting from JTPA Program Implementation. Employment and Training Issues.
36p. 1mf. L1 ED 310 258

Performance Standards in Job Training and Job Placement Programs. Employment and Training Issues.
31p. 1mf. L1 ED 310 259

Strengthening the Leadership Role of Local Elected Officials in Job Training Programs. Employment and Training Issues.
27p. 1mf. L1 ED 310 260

What Price Must We Pay for the Jobs of Tomorrow? Employment and Training Issues.
15p. 1mf. L1 ED 310 262

Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

National Association of County Training and Employment Professionals, Washington, DC.
JTPA Investment: Local Perspectives.
12p. 1mf. L1 ED 310 266

National Association of Elementary School Principals, Alexandria, VA.
Offering Moral Education.
8p. 1mf. L1 ED 310 546

National Association of Independent Schools, Boston, Mass.
Business Management for Independent Schools. Third Edition.
145p. 2mf. L2 ED 310 495

Difference It Makes: A Resource Book on Gender for Educators.
75p. 1mf. L2 ED 310 999

National Association of Private Industry Councils, Washington, DC.
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

National Association of School Psychologists, Washington, DC.
School Psychology: Cutting Edges in Research and Practice.
83p. 1mf. L2 ED 310 299

National Association of Secondary School Principals, Reston, Va.
Students with AIDS. A Legal Memorandum.
10p. 1mf. L2 ED 310 521

National Catholic Educational Association, Washington, D.C.
Urgent Task: What Bishops and Priests Say about Religious Education Programs.
86p. 1mf. L1 ED 310 965

National Catholic Educational Association, Washington, DC. Dept. of Elementary Schools.
Apostolic Service Activities for Catholic Elementary School Students.
50p. 1mf. L1 ED 310 948

Catholic School Principal: An Outline for Action (Revised).
40p. 1mf. L1 ED 310 502

National Catholic Educational Association, Washington, DC. National Association of Parish Coordinators/Directors of Religious Education.
Dimensions of Justice and Peace in Religious Education.
62p. 1mf. L1 ED 310 953

National Center for Education Statistics (ED), Washington, DC.
Recent College Graduates Study, 1987 (RCGS-1987). Transcript Data machine-readable data file .
20p. 1mf. L3 ED 311 090

Recent College Graduates Study, 1987 (RCGS-1987). Combined File of Survey and Aggregate Transcript Data machine-readable data file .
36p. 1mf. L3 ED 311 060

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

National Center for Educational Statistics (ED), Washington, D.C.
Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report.
40p. 1mf. L1 ED 310 616

National Center for Higher Education Management Systems, Boulder, Colo.
Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.
154p. 2mf. L1 ED 310 663

Establishing a Longitudinal Student Tracking System: An Implementation Handbook.
154p. 2mf. L1 ED 310 660

Expenditures for Research on Higher Education. Working Paper Series.
14p. 1mf. L1 ED 310 647

Link between Planning and Budgeting. NCHEMS Monograph 1.
29p. 1mf. L1 ED 310 650

Linking Planning with Budgeting: An Annotated Bibliography. Working Paper Series.
21p. 1mf. L1 ED 310 648

Many Faces of Quality. Working Paper Series.
14p. 1mf. L1 ED 310 649

Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experience.
176p. 2mf. L1 ED 310 655

Program Reviews, Inputs and Outcomes NCHEMS Monograph 5.
28p. 1mf. L1 ED 310 652

Promoting the Effective Use of Information in Decisionmaking. NCHEMS Monograph 4.
33p. 1mf. L1 ED 310 651

Recruitment, Retention and Student Flow: A Comprehensive Approach to Enrollment Management Research. NCHEMS Monograph 7.
34p. 1mf. L1 ED 310 654

Transformation Leadership for Improving Student Outcomes. NCHEMS Monograph 6.
17p. 1mf. L1 ED 310 653

National Center for Research in Vocational Education, Berkeley, CA.
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

National Center for Telecommunications and Information Policy, Washington, DC.
Overview of U.S. Telecommunications Policy, 1980-1988.
13p. 1mf. L1 ED 310 730

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Study Findings: Study of National Incidence and Prevalence of Child Abuse and Neglect.
172p. 2mf. L1 ED 310 613

National Conference of State Legislatures, Denver, CO.
Emerging Issues: A Survey of Education Committee Chairs. State Issues Series.
19p. 1mf. L2 ED 310 489

Home Schooling: A Primer for State Legislators.
8p. 1mf. L2 ED 310 840

National Council for the Social Studies, Washington, D.C.
From Information to Decision Making: New Challenges for Effective Citizenship. Bulletin No. 83.
124p. 2mf. L1 ED 310 956

National Council of Teachers of English, Urbana, Ill.
Best of "Livewire": Practical Classroom Activities for Elementary and Middle School Students.
85p. 1mf. L1 ED 310 420

Best of "Notes Plus": Practical Classroom Activities for Junior and Senior High School Students.
89p. 1mf. L1 ED 310 419

Creative Writing in America: Theory and Pedagogy.
275p. 3mf. L1 ED 310 417

Substitute Teachers' Lesson Plans: Classroom-Tested Activities from the National Council of Teachers of English.
54p. 1mf. L1 ED 310 418

National Council of Teachers of Mathematics, Inc., Reston, Va.
Mathematics Projects Handbook. Third Edition.
52p. mf. L3 ED 310 913

National Crime Prevention Council, Washington, DC.
Reaching Out: School-Based Community Service Programs.
91p. 1mf. L1 ED 310 499

National Education Association, Washington, D.C.
Higher Education Advocate. Volume V, Number 1-13.
56p. 1mf. L1 ED 310 668

Higher Education Advocate. Volume VI, Number 1-12.
54p. 1mf. L1 ED 310 667

School Psychology: Cutting Edges in Research and Practice.
83p. 1mf. L2 ED 310 299

Teaching Thinking Skills: Social Studies. Building Students' Thinking Skills Series.
50p. 1mf. L2 ED 310 962

National Education Association, Washington, D.C. Research Div.
Year-Round Schools. "What Research Says About:" Series, Number 8. National Education Association Data-Search.
25p. 1mf. L2 ED 310 486

National Inst. of Education (ED), Washington, DC.
Changing Industrial Structure of the U.S. Economy: Its Impact on Employment, Earnings, and the Educational Requirements of Jobs. Revised.
35p. 1mf. L1 ED 310 242

Children in a Fiscally Distressed Environment: The Case of Michigan Chapter Six .
67p. 1mf. L1 ED 311 100

Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099

Children's Services in an Era of Uncertainty. Chapter One .
16p. 1mf. L1 ED 311 095

Fiscal Containment and the Expendable Curriculum Chapter Seven .
39p. 1mf. L1 ED 311 101

Keeping Up with California: The Impact of Massachusetts' Proposition 2-1/2 on Local Children's Services Chapter Three .
41p. 1mf. L1 ED 311 097

Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

RCM as a Decision Making Process.
133p. 2mf. L1 ED 310 538

Responses to Local Fiscal Stress: Privatization and Coproduction of Children's Services in California Chapter Four .
44p. 1mf. L1 ED 311 098

Services to Children and the Urban Fiscal Crisis: A Comparison of Experiences Among States and Localities. A Report to the U.S. National Institute of Education.
304p. 4mf. L1 ED 311 094

Tax Limitation Movement of the 1970's: A National Perspective Chapter Two .
59p. 1mf. L1 ED 311 096

Theory and Development of Education Price Indices for the Public Schools.
185p. 2mf. L1 ED 310 544

National Inst. of Mental Health (DHHS), Rockville, Md.
When is a Schema not a Schema? The Case of Gender Schema.
21p. 1mf. L1 ED 310 844

National Inst. on Aging (DHHS/PHS), Bethesda, MD.
Respite Care for Impaired Family Members: An Examination of Two Agencies.
10p. 1mf. L1 ED 310 300

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604

Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Drugs and AIDS: Getting the Message Out.
25p. 1mf. L1 ED 310 327

Epidemiology of Inhalant Abuse: An Update. NIDA Research Monograph 85.
217p. 3mf. L1 ED 310 326

National League of Cities, Washington, D.C.
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

National Library of Medicine (DHHS/NIH), Bethesda, Md.
CD-ROM: Compact Disc--Read Only Memory. 371 Selected Citations. Specialized Bibliography Series.
27p. 1mf. L1 ED 310 797

National Park Service (Dept. of Interior), Washington, D.C.
Youth Conservation Corps Guidance.
101p. 2mf. L1 ED 310 250

National Policy Board for Educational Administration, Charlottesville, VA.
Improving the Preparation of School Administrators: An Agenda for Reform.
33p. 1mf. L1 ED 310 493

National Rehabilitation Association, Alexandria, Va.
Manual for Accessibility: Conference, Meeting, and Lodging Facilities . Revised.
54p. 1mf. L1 ED 310 606

Medications Frequently Used To Treat Persons with Mental Illness.
27p. 1mf. L1 ED 310 607

National School Boards Association, Washington, DC. Council of Urban Boards of Education.
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

National School Safety Center, Malibu, CA.
Corporal Punishment in Schools. NSSC Resource Paper.
36p. 1mf. L1 ED 310 535

Weapons in Schools. NSSC Resource Paper.
43p. 1mf. L1 ED 310 536

National Science Foundation, Washington, D.C.
Hierarchical Problem Solving as a Means of Promoting Expertise.
9p. 1mf. L1 ED 310 931

Report of the Consensus Planning Project.
64p. 1mf. L2 ED 310 525

Nebraska Library Association, Lincoln.
Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).
51p. 1mf. L1 ED 310 783

New Hampshire School Administrators Association, Durham.
Cultivating Excellence: A Curriculum for Excellence in School Administration. II. Curriculum and Instruction.
29p. 1mf. L1 ED 310 530

Cultivating Excellence: A Curriculum for Excellence in School Administration. I. Introduction: Is There a Common Role for an Educational Leader?
21p. 1mf. L1 ED 310 529

Cultivating Excellence: A Curriculum for Excellence in School Administration. VI. Teacher Evaluation in New Hampshire.
17p. 1mf. L1 ED 310 534

Cultivating Excellence: A Curriculum for Excellence in School Administration. V. School-Based Management.
22p. 1mf. L1 ED 310 533

Cultivating Excellence: A Curriculum for Excellence in School Administration. IV. Program Evaluation for School Improvement.
83p. 1mf. L1 ED 310 532

Cultivating Excellence: A Curriculum for Excellence in School Administration. III. Supervision of the Administrative Staff: The Superintendent's Role.
28p. 1mf. L1 ED 310 531

New Haven Foundation, Conn.
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

New Haven Initiative for Excellence in Education, CT.
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

New Jersey State Dept. of Education, Trenton.
High School Proficiency Test, 1987-88. State Summary Grade 9. New Jersey Statewide Testing System.
99p. 2mf. L1 ED 311 086

Prekindergarten for Urban Children: A Pilot Program in New Jersey. May 1988.
21p. 1mf. L1 ED 311 117

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
Effective Practices for Bilingual/ESL Teachers. Classroom Strategies for Limited English Proficient Students.
74p. 1mf. L1 ED 310 630

Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634

New Jersey State Dept. of Higher Education, Trenton.
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Project CABE 1986-1987: O.E.A. Evaluation Section Report.
41p. 1mf. L1 ED 310 609

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 6 Answer Key.
196p. 3mf. L1 ED 310 928

New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.
Project CABE 1986-1987: O.E.A. Evaluation Section Report.
41p. 1mf. L1 ED 310 609

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Annual Dropout Report 1987-88. OREA Report. Accountability Section Report.
65p. 1mf. L1 ED 311 145

Bilingual Pupil Services (B.P.S.), 1987-88.
44p. 1mf. L1 ED 310 640

Bilingual Resource Instruction for Development of Gainful Employment Skills. Project BRIDGES, 1987-88.
39p. 1mf. L1 ED 310 635

Career Advancement through Bilingual Education Skills. Project CABES, 1987-1988.
34p. 1mf. L1 ED 310 638

Cohort Report: Four-Year Results for the Class of 1988 and Follow-Ups of the Classes of 1986 and 1987. OREA Report. Accountability Section Report.
92p. 1mf. L1 ED 311 144

Native Language Proficiency as a Predictor of LEP Students' Growth in English.
20p. 1mf. L1 ED 310 632

New York City Staff Development Program in Mathematics for High School Teachers and Supervisors, 1987-1988.
19p. 1mf. L1 ED 310 637

Project RECURSO, 1987-1988.
27p. 1mf. L1 ED 310 636

Study of the Impact of the Revised Educational Options Admissions Policy, 1987-88. Research Section Report.
33p. 1mf. L1 ED 310 350

New York Foundation for the Arts.
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

New York State Council on the Arts, New York.
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

New York State Education Dept., Albany.
Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Network Notebook: A Casebook for the Arts in Education.
53p. 1mf. L1 ED 310 966

Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
76p. 1mf. L1 ED 310 688

New York State Education Dept., Albany. Bureau of Curriculum Development.
Art 7 & 8: Teacher Guide.
42p. 1mf. L1 ED 310 964

New York State Education Dept., Albany. Bureau of Grants Administration.
Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
Higher Education Opportunity Program. Annual Report, 1987-88.
101p. 2mf. L1 ED 310 673

New York State Education Dept., Albany. Information Center on Education.
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1988.
27p. 1mf. L1 ED 310 669

New York State Higher Education Services Corp., Albany.
Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 2.
299p. 4mf. L1 ED 310 715

Annual NASSGP/NCHELP Research Conference on Student Financial Aid Research (4th, St. Louis, Missouri, June 3-5, 1987). The Proceedings, Volume 1.
343p. 4mf. L1 ED 310 714

Newcastle upon Tyne Polytechnic (England).
Concerned Technology 1989: Electronic Aids for People with Special Needs.
443p. 5mf. L2 ED 310 611

Newfoundland and Labrador Dept. of Education.
MATH MATCH: A Sourcebook. Fitting the Pieces Together.
220p. mf. L3 ED 310 917

North Carolina Future Farmers of America.
North Carolina Future Farmers of America Association 1989-90 Chapter Guide. FFA Activities.
155p. 2mf. L1 ED 310 251

North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
Electronic Learning Centers. Grades 1-3.
112p. 2mf. L1 ED 310 755

North Carolina Univ., Chapel Hill.
Statistical Abstract of Higher Education in North Carolina, 1988-89.
251p. 3mf. L1 ED 310 644

North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.
Exploratory Assessment of Content Validation Processes Used with the National Teacher Examinations.
43p. 1mf. L1 ED 311 075

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
Predictors of Registered Nurses' Intention To Quit: Implications for the Management of Health Care Human Resources in North Dakota Hospitals.
46p. 1mf. L1 ED 310 642

Northeastern Ohio Universities, Rootstown. Coll. of Medicine.
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Northwest Regional Educational Lab., Portland, Oreg.
Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504

Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Development Approach to the Adult Learner: Implications for the Continued Professional Education of Teachers. Leadership in Education Project for Managers and Administrators of Language Development Services 1987-1990. Leadership Training Monograph No. 1.
55p. 1mf. L1 ED 310 285

Office of Educational Research and Improvement (ED), Washington, DC.
"Once-Upon-A-Time" Reconsidered: The Developmental Dialectic between Function and Form. Technical Report No. 36.
36p. 1mf. L1 ED 310 404

Access Points to ERIC: An Update. ERIC Digest.
7p. 1mf. L1 ED 310 780

Alternative Perspectives on Knowing Mathematics in Elementary Schools. Elementary Subjects Center Series No. 11.
105p. 2mf. L1 ED 310 914

Anatomy of "Restructuring": Strategies for Re-Forming American Education. A Policy Issues and Options Paper. Program Report.
12p. 1mf. L1 ED 310 504

Annotated Bibliography of Research Related to the Reading of At-Risk Children. Technical Report No. 482.
85p. 1mf. L1 ED 310 367

Commitment to Transfer. ERIC Digest.
4p. 1mf. L1 ED 310 832

Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
4p. 1mf. L1 ED 311 120

Construing Constructivism: Reading Research in the United States. Occasional Paper No. 12.
29p. 1mf. L1 ED 310 358

Cooperative Problem-Solving in the Classroom.
3p. 1mf. L1 ED 310 881

Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms. Technical Report No. 480.
70p. 1mf. L1 ED 310 356

Effects of Reading and Writing upon Thinking and Learning. Technical Report No. 477.
50p. 1mf. L1 ED 310 353

Elementary General Music: A Discipline-Based Review. Elementary Subjects Center Series No. 4.
36p. 1mf. L1 ED 310 979

Improving the Textbook Selection Process: Case Studies of the Textbook Adoption Guidelines Project. Technical Report No. 478.
22p. 1mf. L1 ED 310 354

Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study. Rough Draft.
85p. 1mf. L1 ED 311 049

Intrasentential Anaphora and Deaf Readers: A Study of the Strategies Used by Deaf Readers to Disambiguate Text. Technical Report No. 479.
51p. 1mf. L1 ED 310 355

Issue: Adult Literacy Assessment. ERIC Digest.
4p. 1mf. L1 ED 310 369

Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY 88.
70p. 1mf. L1 ED 310 768

Library Programs. Library Literacy Program: Analysis of Funded Projects 1988. LSCA VI.
76p. 1mf. L1 ED 310 790

Middle School Education--The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
4p. 1mf. L1 ED 311 148

New Kindergarten Basal Reader Materials: What's a Teacher Supposed To Do with All This? Technical Report No. 475.
30p. 1mf. L1 ED 310 357

On Using Concept Maps To Assess the Comprehension Effects of Reading Expository Text. Technical Report No. 483.
35p. 1mf. L1 ED 310 368

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
113p. 2mf. L1 ED 310 829

Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
4p. 1mf. L1 ED 311 136

Resources in Education (RIE). Volume 25, Number 2.
p. mf. L2 ED 310 227

Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No. 31.
24p. 1mf. L1 ED 310 402

Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
5p. 1mf. L1 ED 310 833

To Support the Learner: A Collection of Essays on the Applications of Technology in Education. Enhancing Learning through Technology.
216p. 3mf. L1 ED 310 763

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
6p. 1mf. L1 ED 311 147

Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Planning for the Continuing Library Education Network and Exchange (CLENE). Final Report.
106p. 2mf. L1 ED 310 774

Public Library Information and Referral Project: Phase I, Survey.
120p. 2mf. L1 ED 310 775

Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Office of Libraries and Learning Technologies (ED), Washington, DC.
Develop & Test Curriculum Materials for Library Service to Jail Populations. Final Report.
74p. 1mf. L1 ED 310 773

Jail Library Service: A Guide for Librarians and Administrators.
134p. 2mf. L1 ED 310 777

Observational Study of Social Processes in Microcomputer Classrooms.
22p. 1mf. L1 ED 310 742

Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Differences in Writers' Initial Task Representations. Technical Report No. 35.
33p. 1mf. L1 ED 310 403

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Making a Difference: An Employer's Handbook on Hiring People with Disabilities.
24p. 1mf. L1 ED 310 579

Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Introduction to Bilingual Education. A Manual for Trainers.
178p. 2mf. L1 ED 310 634

Office of the Special Assistant for the Bicentennial of the United States Constitution (Army), Washington, DC.
Bicentennial of the United States Constitution: A Resource Guide. Supplement II: 1989. The Establishment of the Federal Government and National Defense.
134p. 2mf. L1 ED 310 980

Office of Vocational and Adult Education (ED), Washington, DC.
1989 Agenda for the National Center for Research in Vocational Education. Revised.
23p. 1mf. L2 ED 310 282

Ohio County Board of Education, Wheeling, W. Va.
North Park Project: Effective Schools/Effective Teachers.
159p. 2mf. L1 ED 310 891

Ohio State Univ., Columbus. Research Foundation.
Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584

Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
Reference Materials for Secondary School Library Media Centers. Library Resources #2 and Selected Bibliography of Elementary Reference Materials. Library Resources #25.
45p. 1mf. L1 ED 310 792

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Farm Business Records and Financial Statements. Teacher Edition. Farm Business Management Series.
355p. 4mf. L2 ED 310 277

Geometry. Mathematics Series: Principles, Concepts and Applications.
235p. 3mf. L2 ED 310 933

Hazardous Waste Management for the Small Quantity Generator. Teacher Edition.
234p. 3mf. L2 ED 310 274

Home Economics I. Teacher Edition.
1273p. 14mf. L2 ED 310 273

Introduction to Automotive Service. Teacher Edition. Automotive Service Series.
1461p. 16mf. L2 ED 310 278

Introduction to Welding. Instructor Edition. Introduction to Construction Series.
188p. 2mf. L2 ED 310 275

Safety on the Job. Some Guidelines for Working Safely. Instructor's Edition.
516p. 6mf. L2 ED 310 276

Ontario Ministry of Community and Social Services, Toronto.
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.
30p. 1mf. L1 ED 310 873

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Access to Microcomputing Equipment for Study Purposes--Undergraduate Students in 1986. Findings from the Costs/Access Survey, 1986. Report No. 7.
63p. 1mf. L1 ED 310 720

Oregon Commission on Child Care, Portland.
Oregon Commission on Child Care: Report to the Governor, 1986 and Executive Summary.
31p. 1mf. L1 ED 310 842

Oregon School Study Council, Eugene.
Encouraging School Staff To Collaborate for Instructional Effectiveness.
39p. 1mf. L1 ED 310 557

Oregon State Dept. of Education, Salem.
Those Who Leave Early: A Study of Young People Leaving Oregon Schools Prior to Graduation.
22p. 1mf. L1 ED 310 315

Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
Oregon Office of Community College Services: Profile, 1987-88.
129p. 2mf. L1 ED 310 827

Pacific Region Educational Program, Honolulu, HI.
Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

Pennsylvania State Univ., University Park.
Technological Literacy for the "New Majority": Enhancing Secondary Science Education through Science/Technology/Society (STS) for Urban/Minority Youth.
333p. 4mf. L1 ED 310 987

Pew Memorial Trust, Philadelphia, Pa.
Structure and Coherence: Measuring the Undergraduate Curriculum. Curriculum Data Base Series.
47p. 1mf. L2 ED 310 658

Philadelphia Community Coll., PA. Office of Institutional Research.
Conceptual Framework for Describing the Causes of Student Attrition. Institutional Research Report #44.
44p. 1mf. L1 ED 310 819

Institutional Effectiveness: A Three-Year (1985-1988) Status Report. Methodology, Findings, Next Steps. Institutional Research Report #43.
29p. 1mf. L1 ED 310 818

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
99p. 2mf. L1 ED 310 837

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
Resistance to Technological Innovation in Libraries: Part III: Reviews of the Study. Final Report.
82p. 1mf. L1 ED 310 776

Policy Analysis for California Education, Berkeley, CA.
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Primerica Foundation, Greenwich, CT.
Preparing Today for Tomorrow's Economy: State Responses to Structural Change. A Working Conference (Racine, Wisconsin, March 25-26, 1988).
13p. 1mf. L1 ED 310 290

Public Education Fund, Pittsburgh, PA.
Grants for Excellence. Project Manual 1987-1988.
90p. 1mf. L2 ED 311 126

Public Service Satellite Consortium, Washington, D.C.
PSSC's Year of Distance Learning. Proceedings from PSSC's 1988 Member Audiobriefings (Washington, D.C., January 13, March 16, May 18, July 13, September 13, November 16, 1988).
139p. 2mf. L1 ED 310 759

Public/Private Ventures, Philadelphia, PA.
Consumers' Perspective: At-Risk Youth Talk about Programs.
17p. 1mf. L2 ED 311 123

Rancho Santiago Community Coll. District, Santa Ana, Calif.
Approaches to Meeting the 50% Law Requirement.
37p. 1mf. L1 ED 310 801

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Establishing and Enriching School-Community Ties in Small Schools. Small Schools Network Information Exchange Number 6.
117p. 2mf. L1 ED 310 893

Ideas That Work in Small Schools Grades 7-12 .
20p. 1mf. L1 ED 310 905

Ideas That Work in Small Schools K-6 .
20p. 1mf. L1 ED 310 906

Management Strategies for Administrators in Small Schools. Small Schools Network Information Exchange, Number 7.
127p. 2mf. L2 ED 310 907

Republic of Palau, Koror.
Republic of Palau Vocational Teacher Training Project. Summer 1989 (May 24, 1989-January 31, 1990).
18p. 1mf. L1 ED 310 239

Research and Development Cadre, Honolulu, HI.
Profile of Pacific Higher Education.
111p. 2mf. L1 ED 310 662

RMC Research Corp., Hampton, N.H.
Improving Textbook Usability. Final Report.
230p. 3mf. L1 ED 310 585

Roper Organization, Inc., Washington, DC.
Education Reform Survey.
22p. mf. L3 ED 310 503

Roxbury Community School, Boston, Mass.
Roxbury Community College Report on Transfer Activities, July 1, 1987-June 30, 1989.
72p. 1mf. L1 ED 310 804

Rutgers, The State Univ., New Brunswick, N.J. Research Council.
Information Search Process of High, Middle, and Low Achieving High School Seniors.
23p. 1mf. L1 ED 310 787

Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.
Children's Programs in an Era of Scarce Resources Chapter Five .
44p. 1mf. L1 ED 311 099

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2). 1988-1989.
57p. 1mf. L1 ED 311 140

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report. 1988-89.
42p. 1mf. L1 ED 311 106

Shelby State Community Coll., Memphis, Tenn.
Academic and Developmental Services End of Year Status Report, 1988-89.
73p. 1mf. L1 ED 310 835

Smithsonian Institution, Washington, D.C. National Air And Space Museum.
Discovery.
85p. 1mf. L1 ED 310 946

On the Wings of a Dream: The Space Shuttle.
33p. 1mf. L1 ED 310 937

Social Science Research Council, Washington, D.C.
Asian Indians in the United States: A 1980 Census Profile. Papers of the East-West Population Institute. Number 111.
65p. 1mf. L1 ED 311 119

South Carolina Commission on Higher Education, Columbia.
Legal Documents Pertaining to Postsecondary Education. State of South Carolina.
372p. 4mf. L1 ED 310 697

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232

South Carolina State Occupational Information Coordinating Committee, Columbia.
South Carolina Comprehensive Career Guidance Program for Grades K-12.
135p. 2mf. L1 ED 310 232

Southeastern Library Network, Inc., Atlanta, Ga.
Invasion of the Giant Spore. SOLINET Preservation Program Leaflet

Number 5.
20p. 1mf. L1 ED 310 771

Southern California Community Coll. Institutional Research Association, Los Angeles.
Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program.
38p. 1mf. L1 ED 310 810

Southern Illinois Univ., Carbondale.
Partnerships between Higher Education and Industry/Business. An Annotated Bibliography.
77p. 1mf. L1 ED 310 696

Southern Regional Education Board, Atlanta, Ga.
Evaluating Career Ladder/Incentive Programs. Sumary of a Report.
17p. 1mf. L1 ED 311 047

Merit Scholarships for Star Students; Keeping the Brightest at In-State Colleges. Regional Spotlight. Southern Regional Education Board.
5p. 1mf. L1 ED 310 718

Reaching the Goal of Readiness for College.
14p. 1mf. L1 ED 310 719

Why the Decline in Minority Teachers? Preparing More Minority Teachers. Regional Spotlight. News of Education in SREB States.
5p. 1mf. L1 ED 311 048

Special Education Programs (ED/OSERS), Washington, DC.
Improving Textbook Usability. Final Report.
230p. 3mf. L1 ED 310 585

Investigation of a Study Technique To Increase Learning Disabled Students' Reading Comprehension of Expository Text. Final Report.
103p. 2mf. L1 ED 310 584

Parent Empowerment Packet (PEP).
407p. 5mf. L1 ED 310 580

Special Education Software Center. Final Report.
88p. 1mf. L1 ED 310 591

Value-Critical Approach to Transition Policy Analysis.
84p. 1mf. L1 ED 310 610

Speech Communication Association, Annandale, Va.
Listening: Theory and Instruction. A Selected, Annotated Bibliography.
9p. 1mf. L2 ED 310 480

Spencer Foundation, Chicago, Ill.
Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children.
38p. 1mf. L1 ED 310 858

Parental Beliefs, Parental Accuracy, and Children's Development: A Search for Causal Relations.
13p. 1mf. L1 ED 310 847

SRI International, Menlo Park, Calif.
Special Education Software Center. Final Report.
88p. 1mf. L1 ED 310 591

Stanford Univ., CA. Stanford Education Policy Inst.
Organization of Schools outside the Traditional Educational Sector: An Exploratory Study.
45p. 1mf. L1 ED 310 537

Stanford Univ., Calif. Center for Educational Research at Stanford.
Active Affective Learning for Accelerated Schools.
39p. 1mf. L1 ED 311 093

State Higher Education Executive Officers Association.
New Issues--New Roles. A Conversation with State Higher Education Executive Officers.
42p. 1mf. L1 ED 310 685

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Application and Enrollment Patterns of Transfer Students, Fall 1988. Office of Institutional Research Report No. 6-89.
679p. 8mf. L1 ED 310 702

Trends in Enrollment and Degrees Granted, 1948-1988. Office of Institutional Research Report No. 7-89.
262p. 3mf. L1 ED 310 703

State Univ. of New York, Albany. Office of the Regents.
Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
76p. 1mf. L1 ED 310 688

State Univ. of New York, Albany. Two Year Coll. Development Center.
Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.
48p. 1mf. L1 ED 310 813

Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
102p. 2mf. L1 ED 310 811

Study of Advisement Systems for Part-Time Students in SUNY Community Colleges.
32p. 1mf. L1 ED 310 812

State Univ. of New York, Buffalo. Faculty of Educational Studies.
Study of Current In-School Suspension Programs in New York State.
156p. 2mf. L2 ED 311 137

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Ideas That Work in Small Schools Grades 7-12 .
20p. 1mf. L1 ED 310 905

Ideas That Work in Small Schools K-6 .
20p. 1mf. L1 ED 310 906

Summit-Portage Area Health Education Network, Akron, OH.
Integrated Curriculum of Nursing, Nutrition, Exercise, and Drugs for Health Care Providers of the Elderly (Project NNED).
34p. 1mf. L1 ED 310 286

Swedish Inst. for the Handicapped, Bromma.
Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581

Texas Education Agency, Austin.
Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

Program Evaluation Report: Gifted/Talented Education.
117p. 2mf. L1 ED 310 582

School-Community Guidance Center: Alternative Education for High-Risk Students 1988-89.
35p. 1mf. L1 ED 310 338

Special Education Resource System Guidelines. Revised.
38p. 1mf. L1 ED 310 589

Texas State Dept. of Mental Health and Mental Retardation, Austin.
Guidelines for Assessment of Emotional Disturbance. Technical Assistance Papers.
23p. 1mf. L1 ED 310 590

Texas Univ., Austin. Hogg Foundation for Mental Health.
Turning Caring into Action.
22p. 1mf. L2 ED 310 850

Thomas A. Edison State Coll., Trenton, NJ.
Creating the Missing Connection. Final Report on The Fund for the Improvement of Collegiate Education Grant.
156p. 2mf. L1 ED 310 691

Toronto Univ. (Ontario). Centre for Urban and Community Studies.
Assessing Community Need for Child Care: Resource Material for Conducting Community Needs Assessments.
30p. 1mf. L1 ED 310 873

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
Classroom Discourse: Its Nature and Its Potential for Language Learning.
76p. 1mf. L1 ED 310 627

Relevance of Grammar in the Applied Linguistic of Language Teaching. CLCS Occasional Paper No. 22. Spring 1989.
47p. 1mf. L1 ED 310 633

Truk Dept. of Education, Moen (Truk Islands).
Clothing Construction and Design. Secondary Schools. Curriculum Guide.
128p. 2mf. L1 ED 310 292

Tucson Unified School District, Ariz.
Individual Vocational Education Planning (IVEP): A Handbook for Assistant Principals for Instruction, Vocational Teachers, Special Educators/Support Personnel, Guidance Counselors.
66p. 1mf. L1 ED 310 612

Making a Difference: An Employer's Handbook on Hiring People with Disabilities.
24p. 1mf. L1 ED 310 579

Twente Univ. of Technology, Enschede (Netherlands).
On the Efficiency of IRT Models When Applied to Different Sampling Designs. Project Psychometric Aspects of Item Banking No. 45.
37p. 1mf. L1 ED 311 077

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.
Major Project in the Field of Education in Latin America and the Caribbean Region. Bulletin 16.
84p. 1mf. L1 ED 310 970

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 15.
113p. 2mf. L1 ED 310 969

United Nations, New York, N.Y.
ACCIS Guide to United Nations Information Sources on the Environment.
152p. 2mf. L1 ED 310 929

United States Conference of Mayors, Washington, D. C.
Worker Adjustment Assistance: A Guide to Local Options. Issues in Training and Employment.
30p. 1mf. L1 ED 310 264

United States Space Foundation, Colorado Springs, CO.
"Space Challenge '88" Summit Meeting on Space. Proceedings Report of the National Space Symposium (4th, April 12-15, 1988).
351p. 4mf. L2 ED 310 940

University of Northern Iowa, Cedar Falls. Coll. of Education.
Journal of the Midwest History of Education Society. Volume 17, 1989.
208p. 3mf. L1 ED 310 968

Uppsala Univ. (Sweden). Dept. of Education.
Educational Research and Organization Theory II: Nine Papers Presented at the International Symposium on the Relationship between Educational Research and Organization Theory. A Report from the Education and Organization Team, Uppsala, Sweden August 1983 . Uppsala Reports on Education 23.
154p. 2mf. L1 ED 310 517

Urban Inst., Washington, D.C.
Time of Transition: The Growth of Families Headed by Women.
234p. 3mf. L2 ED 311 111

Utrecht State Univ., The Netherlands.
Bridges. A Physics Unit for 14/15 Year Old Students. Experimental Edition.
57p. 1mf. L1 ED 310 947

Virginia Beach City Public Schools, Va.
Five-Year Technology Plan. Educational Planning Center.
47p. 1mf. L1 ED 310 738

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Trade and Industrial Education Requirements in the United States and Territories.
206p. 3mf. L1 ED 310 238

Walter S. Johnson Foundation, Menlo Park, CA.
Don't Let It Get Around. Title No. 503.
178p. 2mf. L2 ED 310 325

Taking Chances with Sex. Title No. 502.
175p. 2mf. L2 ED 310 323

Teaching Ideas for Using the Sexuality Decision-Making Books for Teens. Title No. 500.
25p. 1mf. L2 ED 310 322

Too Soon for Sex? Title No. 501.
131p. 2mf. L2 ED 310 324

Washington Office of the State Superintendent of Public Instruction, Olympia.
Indians of Washington State. Revised Edition.
142p. 2mf. L1 ED 310 892

Wayne County Community Coll., Detroit, Mich.
Market Strategy Plan For Wayne County Community College. Volume 1.
68p. 1mf. L1 ED 310 807

Weber County Dept. of Alcohol and Substance Abuse, Ogden, UT.
Peer Leadership Manual.
81p. 1mf. L1 ED 310 302

Support Groups for Identified "At Risk" Middle School/Junior High School Students.
16p. 1mf. L1 ED 310 301

Wellesley Coll., Mass. Center for Research on Women.
After School Programs for Low-Income Young Adolescents: Overview and Program Profiles. Working Paper No. 194.
58p. 1mf. L2 ED 311 113

Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Learning Together: A National Directory of Teen Parenting and Child Care Programs.
197p. 3mf. L2 ED 310 484

West Virginia Univ., Morgantown. School of Medicine.
Work Disability in Appalachia.
21p. 1mf. L1 ED 310 890

Western Interstate Commission for Higher Education, Boulder, Colo.
Crucial Agenda: Making Colleges and Universities Work Better for Minority Students.
125p. 2mf. L1 ED 310 704

William and Flora Hewlett Foundation, Palo Alto, Calif.
Pregnant and Parenting Minors and California Schools.
51p. 1mf. L1 ED 310 496

Wisconsin Div. of Vocational Rehabilitation, Madison.
Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Report of the Literacy 2000 Task Force.
34p. 1mf. L1 ED 310 284

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Children with Physical Needs.
1985-86 Wisconsin School District Hearing Screening Survey. Bulletin No. 8441.
26p. 1mf. L1 ED 310 586

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Exceptional Children.
Behavior Management Guide for Parents of Children with Dual Sensory Impairments. Bulletin No. 9129.
21p. 1mf. L1 ED 310 587

Wisconsin Univ. - Stout, Menomonie. Center for the Study of Correctional Education.
Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
190p. 2mf. L1 ED 310 592

Wisconsin Univ., Madison. Trace Center.
Activities Using Headsticks and Optical Pointers: A Description of Methods.
21p. 1mf. L1 ED 310 581

Comparative Analysis of Fixed-Vocabulary Communication Techniques: Trace Reprint Series.
15p. 1mf. L1 ED 310 596

Disabled Access to Technological Advances (DATA) Final Report.
109p. 2mf. L1 ED 310 598

Service Delivery and Related Issues at the Trace Research and Development Center.
12p. 1mf. L1 ED 310 604

Service Delivery Mechanisms in Rehabilitation Technology.
11p. 1mf. L1 ED 310 599

Trace-Authored Papers from the Annual Conference on Rehabilitation Technology (11th, Montreal, Canada, 1988). Trace Reprint Series.
14p. 1mf. L1 ED 310 597

Women's Bureau (DOL), Washington, D.C.
Black Women in the New Services Economy: Help or Hinderance in Economic Self-Sufficiency? Working Paper No. 196.
30p. 1mf. L2 ED 311 115

Employment and Health among Older Black Women: Implications for Their Economic Status. Working Paper No. 177.
49p. 1mf. L2 ED 311 112

Women's Educational Equity Act Program (ED), Washington, DC.

Project TEEN. Report on Adolescent Pregnancy and School Dropouts in Louisiana.
87p. 1mf. L1 ED 310 345

World Bank, Washington, D. C.
Financing Higher Education in Francophone West Africa. An EDI Policy Seminar Report, Number 12.
36p. 1mf. L2 ED 310 661

Pathways to Change: Improving the Quality of Education in Developing Countries. World Bank Discussion Papers 53.
205p. 3mf. L2 ED 311 002

World Book, Inc., Chicago, IL.
Partnerships That Work!
108p. 2mf. L1 ED 310 485